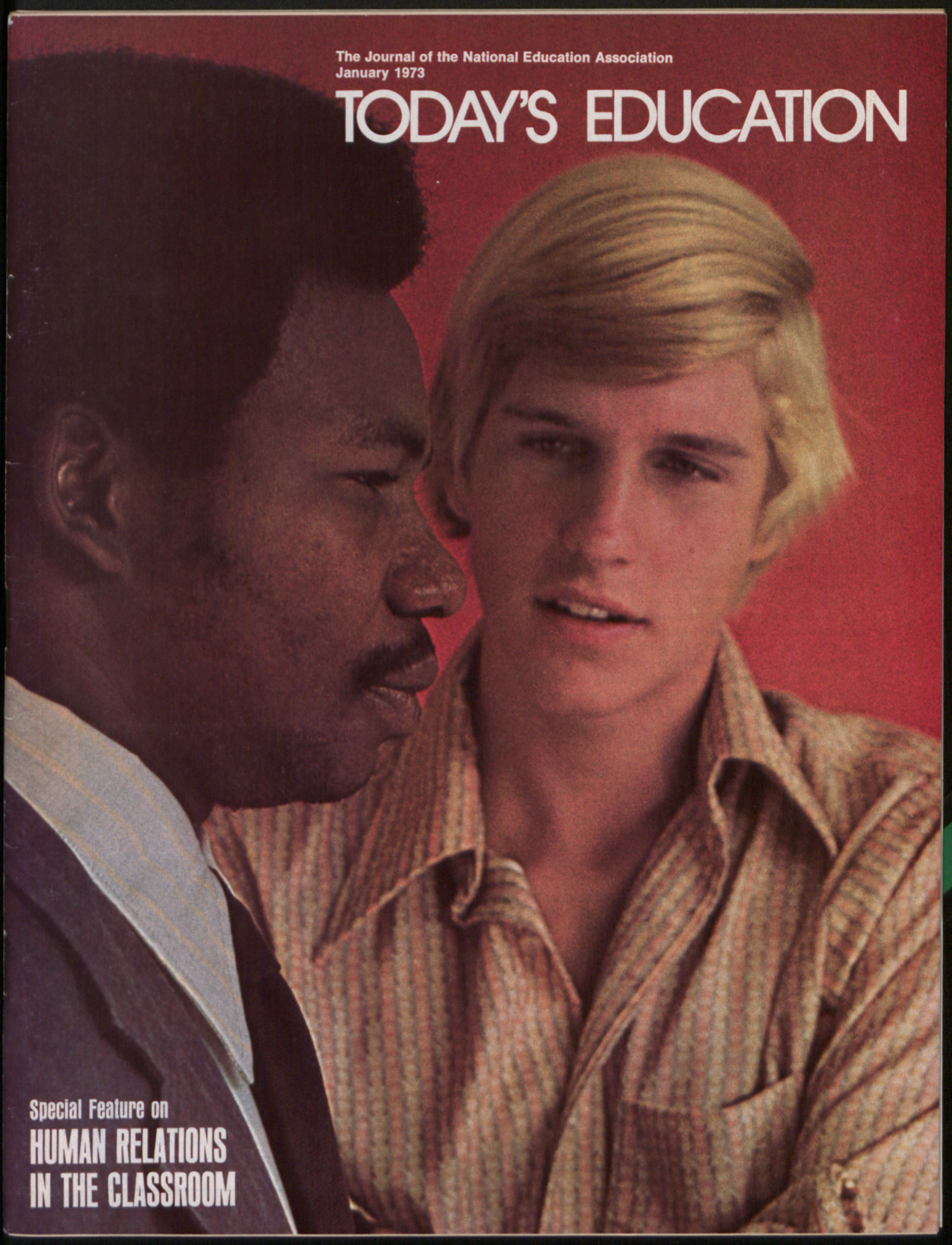
The Journal of the National Education Association
January 1973

TODAY'S EDUCATION



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January 1973, Volume 62, Number 1

TODAY'S EDUCATION

This Month's Cover: A good teacher and an eager student with a positive relationship learn from each other. See the special feature that begins on page 30.

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News and Trends

Newberry Library Sets Up Indian History Center

The National Endowment for the Humanities has awarded a $597,210 matching grant to the Newberry Library in Chicago to establish a Center for the History of the American Indian in collaboration with 11 major public and private universities in the Midwest.

Development of the Center will extend over a five-year period. Its purpose is to improve the American people's understanding of the history of the relationships between Indians and non-Indians by increasing the number of competent scholars—both Indian and non-Indian—at all levels of education and to make widely available at tribal, high school, college, and university levels the material necessary for that understanding. In its first five years, the Center will bring some 60 scholars to the Library for periods of intensive reading and research.

Other donors to the Center include the Ford Foundation, the W. Clement & Jessie V. Stone Foundation, and the Woods Charitable Fund, Inc.

Confidence in Education Leaders Declines

Leaders of our nation's educational establishment have lost public confidence, according to a Harris Survey of public confidence in U.S. leaders. However, education leaders are not alone in this loss of public confidence. Of the 16 areas mentioned in the survey, including finance, medicine, labor, the Congress, and advertising, a majority of the public could not say they felt "a great deal of confidence" in the leaders of a single one.

Confidence in the leaders in education has steadily dropped over the last six years, as it has in most other areas surveyed. A 1966 Harris survey showed that 61 percent of the public had a great deal of confidence in education leaders; a 1971 survey, only 37 percent; and the 1972 one, 33 percent.

Most Boards Elected, ERS Survey Shows

Boards of education in large school systems (with 25,000 or more pupils) range in size from five to 19, according to a survey by Educational Research Service (ERS), a subscription service operated jointly by AASA and NEA Research. Seven-member boards are the most common.

Of 179 large systems responding to the ERS survey, 143 reported that all members of the board are elected rather than appointed. The majority of these systems hold nonpartisan elections.

Slightly more than half do not pay members for serving on the board. But in the past five years, although there has been no noticeable increase in the number of systems that compensate their board members, those that do so have increased the pay considerably.

In general, male members outnumber females about 4 to 1. Thirty-two boards have all male members. None is composed exclusively of women, and only one reported having more female than male members.

Whites make up 86 percent of memberships. Only one system—Fairfax County, Virginia—reported having a high school student as a voting member of its board. The complete survey results are published in ERS Circular No. 5, 1972, *Local Boards of Education: Status and Structure* (33 pp. $2. NEA Stock No. 119-11516).

Films on Alcohol Prepared For Grades 5-12

Two teams of students from the Washington, DC, metropolitan area will star in a series of 12 color films on alcohol use and abuse. Produced for instructional TV broadcast and classroom use under a $476,585 contract from the U.S. Office of Education, the films will feature the young people as they explore the effects of alcohol on the body, the cultural

and social uses of the drug through history, and the use and abuse of alcohol today.

The series will consist of six films for grades 5 through 8 and six for those at the high school level. It will be available on film and videotape in the 1974-75 school year from the National Audiovisual Center, educational broadcasting stations, and state education agencies.

Pitt Gets Computer Link With *New York Times*

The University of Pittsburgh has the nation's first computerized hookup with the *New York Times* Information Bank—a retrieval system started in 1966 to provide the paper's reporters with computerized access to news that has appeared in the *Times* and to selected material from other publications. The *Times* underwrote the cost of installation.

The hookup makes it possible for Pitt students, faculty, and researchers to quickly probe the files of the *Times* from a terminal located on campus. The installation is the first extension of the system outside the paper's New York offices.

State Study Reports Widespread Drug Use

The New York Fleischmann Commission has found widespread drug use among public school students in the state. In New York City, an estimated 45 percent of students in grades 10 to 12 and 20 percent of those in grades 7 to 9 are using hard or soft drugs. In other large cities of the state, the Commission estimated that 25 percent of those in grades 10 to 12 and 10 percent of those in grades 7 to 9 were users; in the suburbs, the figures were 25 percent for grades 7 to 12; and in the rural areas, 10 percent of twelfth graders were drug users.

Princeton To Drop Ethnic Question

President William G. Bowen of Princeton University has assured the American Jewish Congress that, unlike the current admissions forms, next year's applications will not ask parents' countries of birth.

Rabbi Israel S. Dresner, president of the New Jersey Region of the Congress, had protested the ethnic inquiry, noting that such questions may lead applicants to assume that their function is discriminatory.

Dr. Bowen indicated the questions were not used toward discriminatory ends but were part of "an effort to interpret more realistically the verbal credentials of children of foreign-born parents" and reflect "a general commitment by our staff to look beyond grades, test scores, and standard recommendations to any other factors which illuminate the educational background of an applicant."

"The Electric Company" Scores High in Study

An evaluation team at Florida State University found that teachers rated "The Electric Company" highly successful in improving the reading skills of elementary school children—target population of the show. The Children's Television Workshop, producer of "The Electric Company" and "Sesame Street," commissioned the study.

Results showed that 23 percent of U.S. elementary schools were receiving "The Electric Company" two months after its TV debut. Most teachers had "very favorable" opinions of the program, said pupils showed specific improvement in reading skills which they attributed to the show, and claimed a rise in students' reading interest as a result of viewing the program.

ROTC Scholarships Awarded to 20 Women

The U.S. Army has awarded ROTC scholarships to 20 co-eds. Winners were selected from women who are currently enrolled in ROTC at 10 campuses, which the Army had selected to take part in a new ROTC program for women. Scholarships, effective next school year, will pay for tuition, books, and laboratory fees and provide a $100 monthly allowance for up to 10 months a year.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the *NEA Reporter*. Members in some unified states receive *Reporter* news through joint NEA-state association newspapers.

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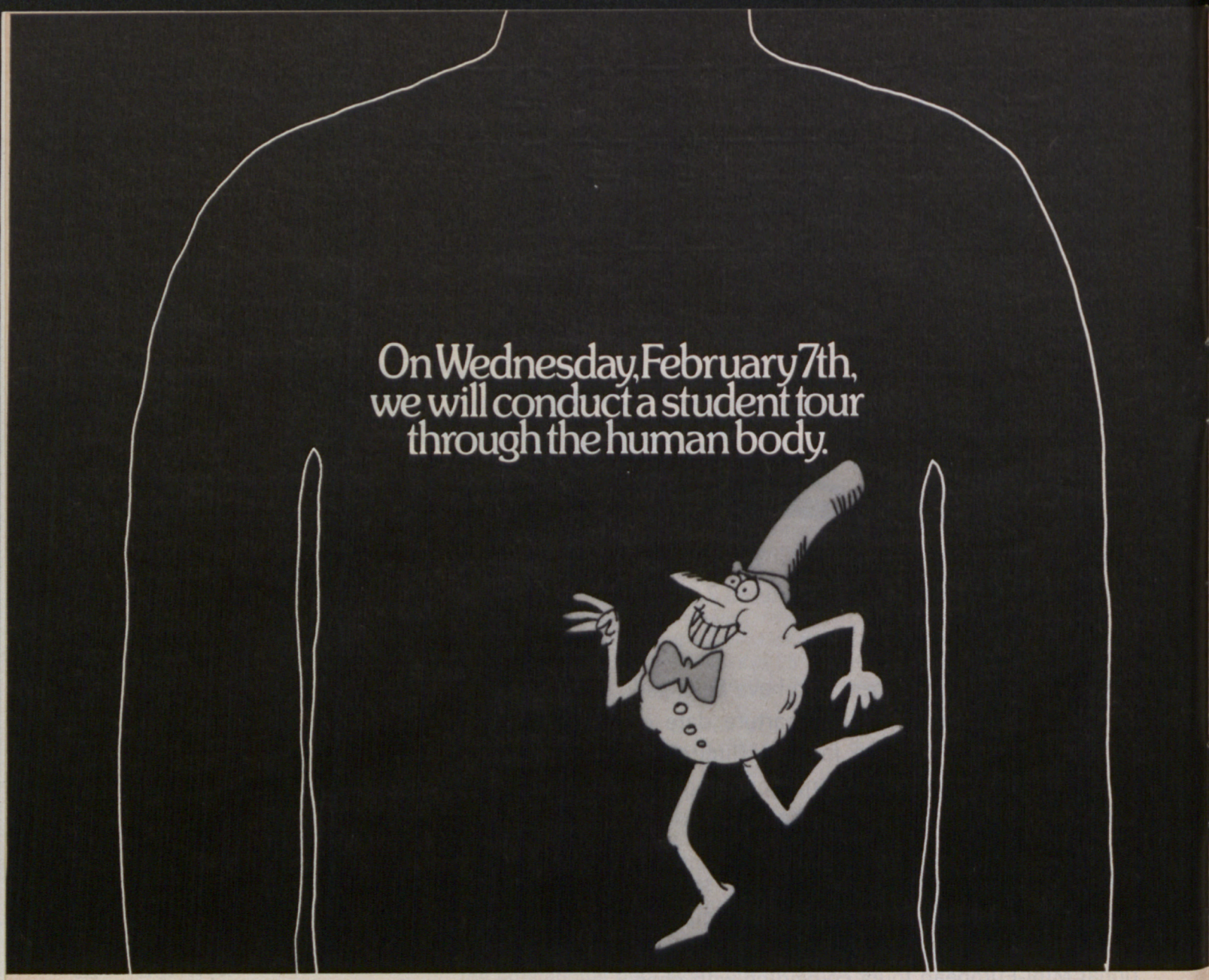

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TEACHER OPINION POLL

Student Violence Against Teachers

☐ **Thirty-seven percent of the nation's** public school teachers report instances of student violence directed at teachers in their schools during school year 1971-72. Two percent report that they were attacked by students and nine percent had their personal property maliciously damaged by students.

The extent of student violence against teachers is further indicated by the fact that 1 teacher in 6 reports that a teacher in his school was physically attacked by a student, while the proportion reporting malicious damage to the personal property of teachers in their schools amounts to 1 teacher in 4.

Violence against teachers was more widespread at the secondary than at the elementary school level. Fifty-two percent of secondary teachers, compared with 23 percent of elementary teachers, report attacks on teachers or damage to their property.

This information comes from a nationwide sample survey of public school classroom teachers, containing the following question:

"Do you have personal knowledge of a teacher in your school who has either been physically attacked or had his property maliciously damaged by a student?"

In the distribution of responses shown here, percentages do not total 100 percent, because some teachers indicated more than one form of violence occurring in their schools.

	Total	Elem.	Sec.
I was attacked this year by a student	2.0%	2.2%	1.8%
I had my personal property damaged by a student	9.1	6.3	12.3
A teacher in my school was personally attacked by a student	17.8	10.1	26.2
A teacher in my school had his personal property maliciously damaged by a student	24.5	13.9	36.2
No	63.1	77.2	47.6

Nearly half the teachers in school systems with enrollments of 25,000 or more indicated some form of student violence against teachers occurring in their schools, and 1 teacher in 25 reported having been attacked by a student.

—NEA Research.

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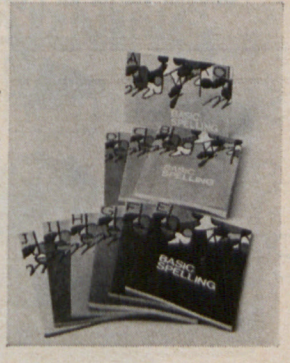

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Anger in the Classroom

At some time in every methods course for teaching, a question about discipline arises. Student teachers' greatest fear seems to be how to control the class and maintain discipline. A recent survey of parents found that they consider discipline the biggest problem in American schools. Yet as Haim Ginott indicated in the article on teachers' anger (November), the schools and colleges provide no guidance in this area.

Recognizing that "teachers need not apologize for their angry feelings" allows us a sigh of relief and an eager look at how to express anger without insulting anyone.

I've just completed reading *Teacher and Child* and would urge every teacher to obtain a copy and see what else Dr. Ginott has to say about praise, motivation, criticism, and the language of acceptance and compassion. He doesn't just talk in generalities, but gets down to specifics. Let's hope the teachers colleges will take a hint from him and begin offering courses that provide guidance for teachers in the daily situations they will face in the classroom.

—Carolee Radline, *first grade teacher, Oxford (New Jersey) Central School.*

Dealing with Disruptive Behavior

Regarding the November "Classroom Incident," here is a method I've developed during 12 years of teaching.

When bad behavior begins, cock your head and look at the problem student with raised eyebrows. When he looks at you—and he will eventually—smile faintly and slowly shake your head. The head and eyebrow motion indicate that you don't approve of the behavior; the smile shows that you like and approve of the student himself.

This method has worked for me with a great many students, some of whom had repeatedly had trouble with previous teachers.

You'll find it helpful, although not absolutely necessary, to establish some sort of rapport with the student before he begins disruptive behavior for the day (and that rapport should be reestablished whenever you feel it slipping). When he comes into the room, ask "How's the old bike rider today?" or some similar appropriate ques-

tion.

—Ruth Jenkins, *reading and English teacher, on leave from Oak Harbor (Washington) Junior High School.*

Let's Solve Our Problems

A survey by the American Institutes for Research ("News and Trends," November) revealed little perceptible improvement in the quality of American secondary education. That fact should be of major concern to all of us in the teaching profession.

Educational research over the past several decades seems to have pointed up the need for professionals to be increasingly aware that:

1. All school systems should be taking steps to gather pupil data and disseminate it to staff members who work with the individual students each week. If we view all learners as persons, they will respond positively in attitude and motivation to our concern.

2. We should exhaust all efforts to provide a measure of flexibility to the daily student schedule. This is not an argument for permissiveness but rather a call for firmness in demanding that students have the opportunity to become self-responsible.

3. Every educator should do his utmost to keep abreast of the progress being made in gaining insights into the learning process. All new techniques and data should be scrutinized to ascertain their validity for use in our schools. This process ought to eliminate ineffective notions but also channel sound ideas into the mainstream of American education.

4. All reasonable efforts should be made to fully use the tremendous amount of student energy presently confined to school cubicles. Adolescents, more than any other group, are anxious to be of service. Let us encourage them to examine the communities in which they live, develop a rational approach to resolving problems, and *act* with dignity and reserve in suggesting modes of civic attack on those problems.

5. Our teacher-education programs and in-service workshops should consistently emphasize the necessity of mastering techniques of working with individuals and with small and large groups. The educator must assist students who are grouped differently throughout the school day, but he may find himself responding to these groups in a stereotyped way.

Better prepared professionals can and will solve the dilemmas facing American education. Greater cooperation on the part of all will stimulate change and growth.

—David C. Osborn, *specialist in accreditation, Maryland State Department of Education, Baltimore.*

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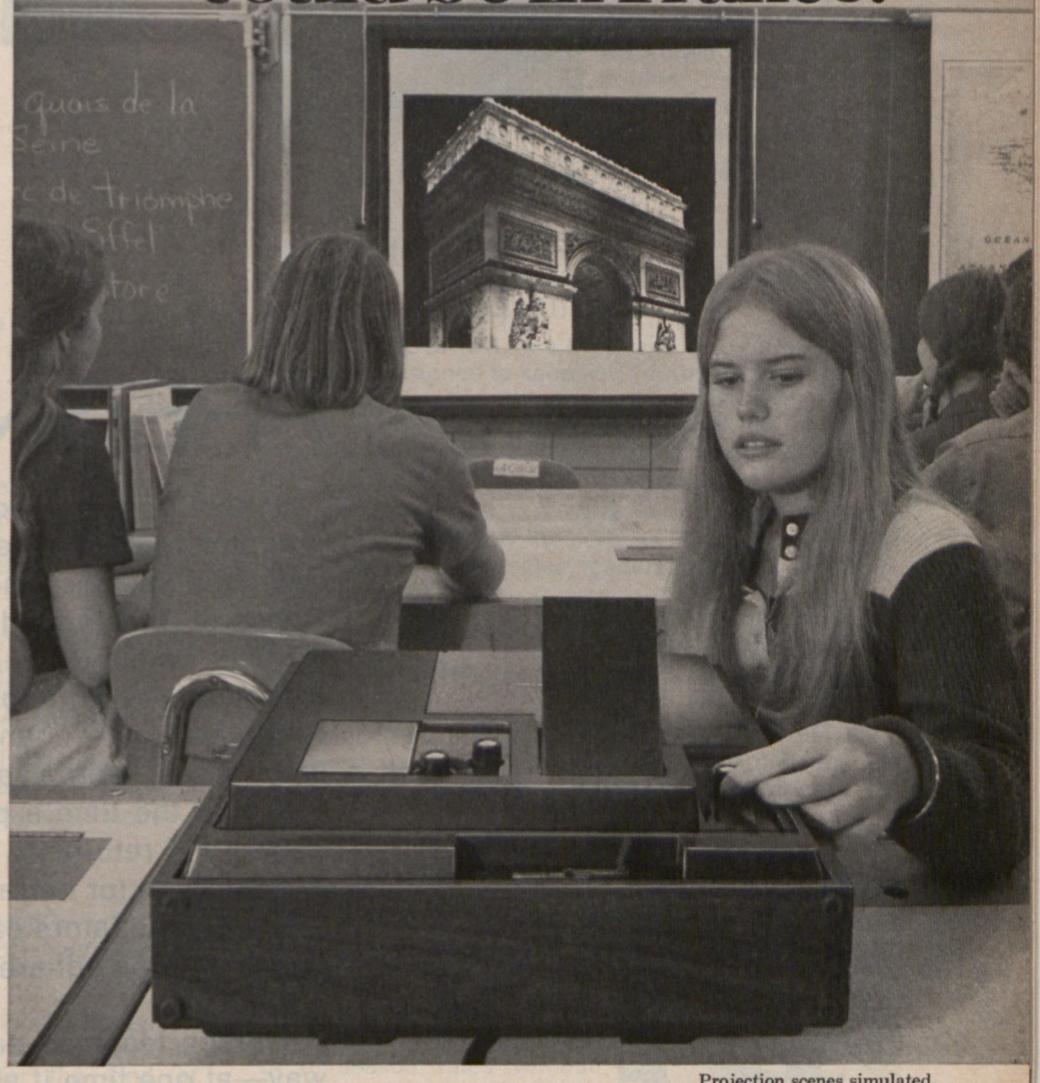

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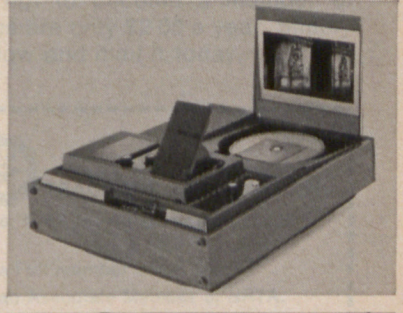

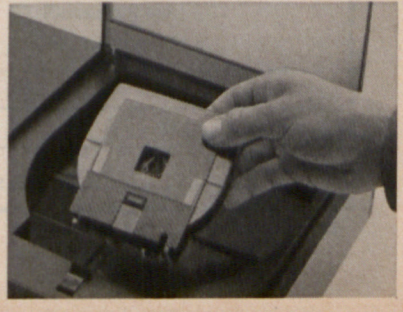

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PREGNANCY

School boards used to force a pregnant teacher to leave her classroom at a specific time. Susan Cohen of Chesterfield County, Virginia, and JoCarol La Fleur of Cleveland—with help from the DuShane Fund—changed all that. In their cases, federal appellate courts said that the time a pregnant teacher leaves and returns to her classroom is a decision for her and her doctor. Now all negotiators can insist that school boards adhere to these legal rulings.

Women teachers have come a long way—at one time if a female teacher got married it was cause for dismissal. Other progress, such as equal pay for equal work and coverage under fair employment laws, are battles the NEA has fought and won for women. However, the NEA couldn't have won these battles without the unified efforts of the various local and state education associations. If your local is unified . . . great, call on us for help anytime. If you are not in a unified local, call on us now to help your local become unified. Telephone (202) 833-4152 and ask for John Starie or write him at the National Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036.

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NRTA Is People

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But 300,000 members also means that NRTA has yet another kind of power—purchasing power. It means, simply enough, that you can save money by buying things through us.

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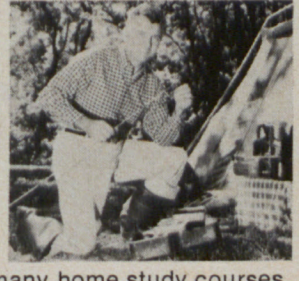

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JOHN W. GARDNER, *chairman, Common Cause, Washington, DC.*

Reordering National Priorities

□ **This nation faces some extraordinarily difficult** tasks between now and the year 2000. That date, of course, isn't very far off—27 years.

In the immediate future, we face the problem of conversion to a peacetime economy. The war in Indochina appears to be winding down. The question is: What happens next? Some critics of our capitalist system say we cannot function without the stimulus of war. I don't share that view. But some tough hurdles loom ahead.

The issue is not whether we can find things to do that are as economically stimulative as war. There are plenty of peacetime chores to be done. The question is whether we will tax ourselves to do them, whether we will develop enough of a sense of national purpose around any peacetime task to apply ourselves to it with the same spirit of determination and self-sacrifice that we bring to bear on a foreign war.

One task before us is to prepare for the huge increment in population we may expect in the next 27 years. Estimates of the increase in the number of people the nation will have in the year 2000 vary between 60 and 110 million. If we split the difference and say 85 million, we'll be adding a population greater than the present population of both Germanies in the space of 27 years.

And all those new citizens will need food, clothes, housing, schools, hospitals, and everything else that people use. Just to provide the physical plant to accommodate them will require the equivalent of building one new city for a population of 250,000 *every month* between now and the year 2000. This will require a huge capital investment, one that must begin at once—long before the additional millions of people reach taxpayers' age.

I see no solution to the population explosion other than the eventual stabilization of our population, and I assume that we will have to move toward that end as rapidly as possible. But even if we do stabilize our population, we will continue to grow for a long time. Let me illustrate. According to a 1971 Census Bureau survey of married women 18- to 24-years old, their families can be expected to average 2.4 children. But even if that average were reduced to 2.1 children (the fertility level at which the population would eventually just replace itself) and all immigration were cut to zero, our population would continue to grow for another 70 years. This would be true because a larger proportion of Americans are of childbearing age than will be the case when a stabilized population is achieved.

To prepare for such population growth would be difficult for a society at any time, but we face that growth at a time when we are also deeply concerned about our environment. We must reverse the trends toward polluting and poisoning our natural surroundings and we must do so at a time when additional people are going to be demanding more of everything that pollutes. We will need more energy and therefore more power plants and refineries at just the time environmentalists are resisting each new power plant and refinery. We will increase our consumption of nonrenewable resources and our demand for open space for recreation, space we will also need for housing the additional millions of people.

To complicate the problems further, we are committed to even out the disparities in the availability of essential human services, to provide adequate schooling for every child, adequate housing for every family, adequate health care for every citizen, and so on. Try adding up the bill for that.

Who is supposed to accomplish all of these things? The private sector has an important role, but government must play the key role. In light of this fact, it is interesting—perhaps ironic—to note that the mood of the citizen is toward a reduction in taxes. (Few things in the future are more unlikely!)

Worse perhaps than the citizen's desire to reduce taxes is his withdrawal of confidence in political and governmental institutions. He just doesn't have much trust in them anymore.

That combination of circumstances is enough to give galloping insomnia to anyone in public life.

We need realism in our national life and in our political dialogue. Our leaders should tell people the plain truth: that every good thing they want has a price tag and so taxes are going to have to be raised; that citizens will have to put up with more planning than they ever have before if they want to meet the deadly threat to our environment; that the population problem is critical.

And, most important of all, our leaders should ad-

Mr. Gardner spoke at greater length on this topic at the State Legislator Conference in West Palm Beach, Florida.

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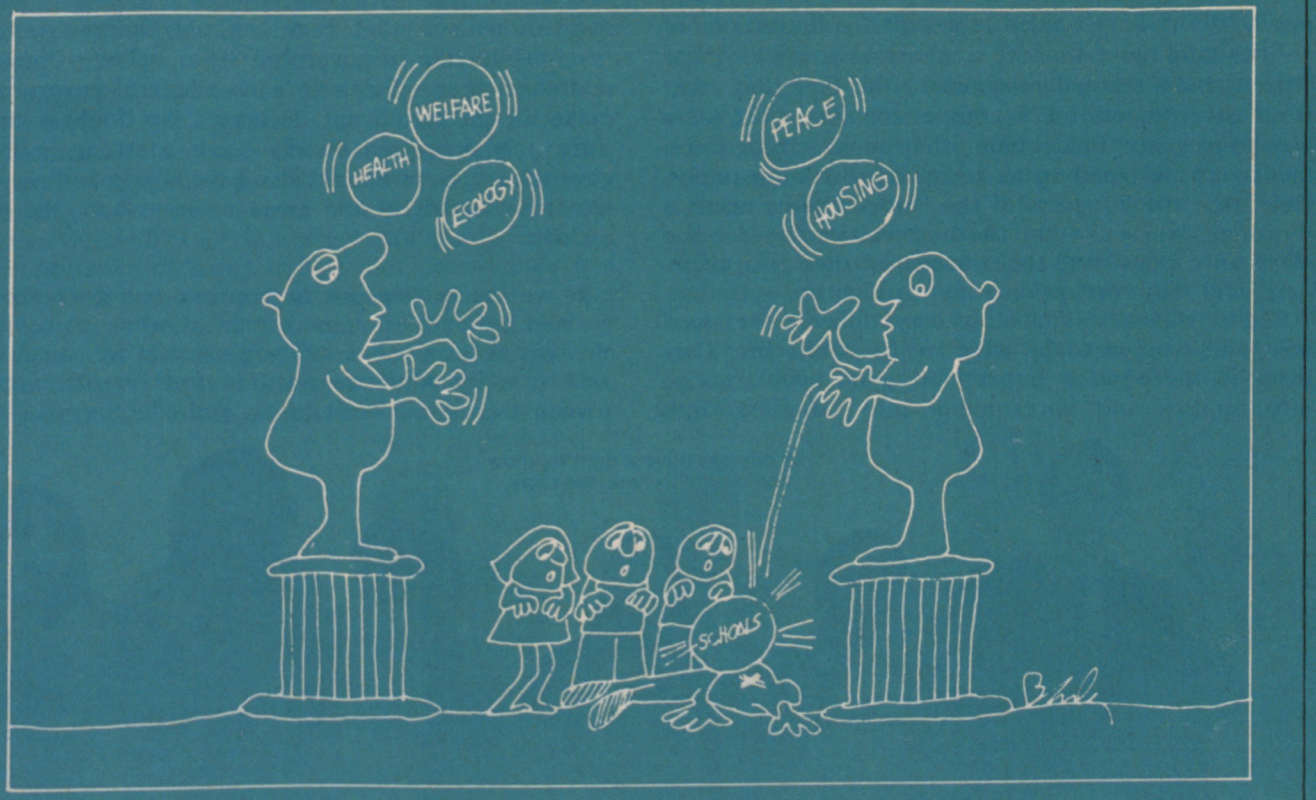
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mit that we are not very good at solving these great social problems, that we'll just have to do our best, measure the success of our programs, learn from our failures, and try again.

To accomplish the tasks ahead, our political and governmental institutions will have to be in superb shape. But they are *not*, because citizens have neglected them.

If our Founding Fathers returned today, they would be surprised to find that despite all our professed concern for individual freedom, we have ended up paying so little attention to the instruments of self-government. To the Founding Fathers, the connection was elementary: Liberty and justice for the individual only result from suitably designed political and governmental institutions. To those early leaders, a concern for freedom and an interest in government were inseparable.

That most Americans today neglect the public process is one of the great historical ironies. Out of thousands of years of experience in domesticating the savagery of human conflict and conflicting human purposes, man has distilled law and government and politics. As citizens, we honor law—or at least we have until recently. We neglect government, and we scorn politics. No wonder we're in trouble.

It is precisely in the political forum that free citizens can have their say, trade out their differences, and identify their shared purposes. Where else can a free people orchestrate their inevitably conflicting purposes?

Even those Americans who are most interested in public affairs have tended to accept the limitations of politics and government as they now exist. These citizens have seemed resigned to the fact that most state governments are incompetent, that most state legislatures are inadequate, that most city governments are designed so as to make governing impossible, that the Congress of the United States needs a thorough overhaul, that the political parties are too often unresponsive to the concerns of their own members, and that corruption runs through the system.

Such deficiencies make it very difficult for good men and women to be effective in public life. Contrary to the popular impression, good people do go into politics and government—into Congress, into city councils, into state legislatures—and the results are depressing. They find themselves hamstrung, caught in antiquated institutions that cannot be made to function effectively.

High on the list of priorities for anyone concerned with revitalizing our political and governmental institutions is reform of state and local government.

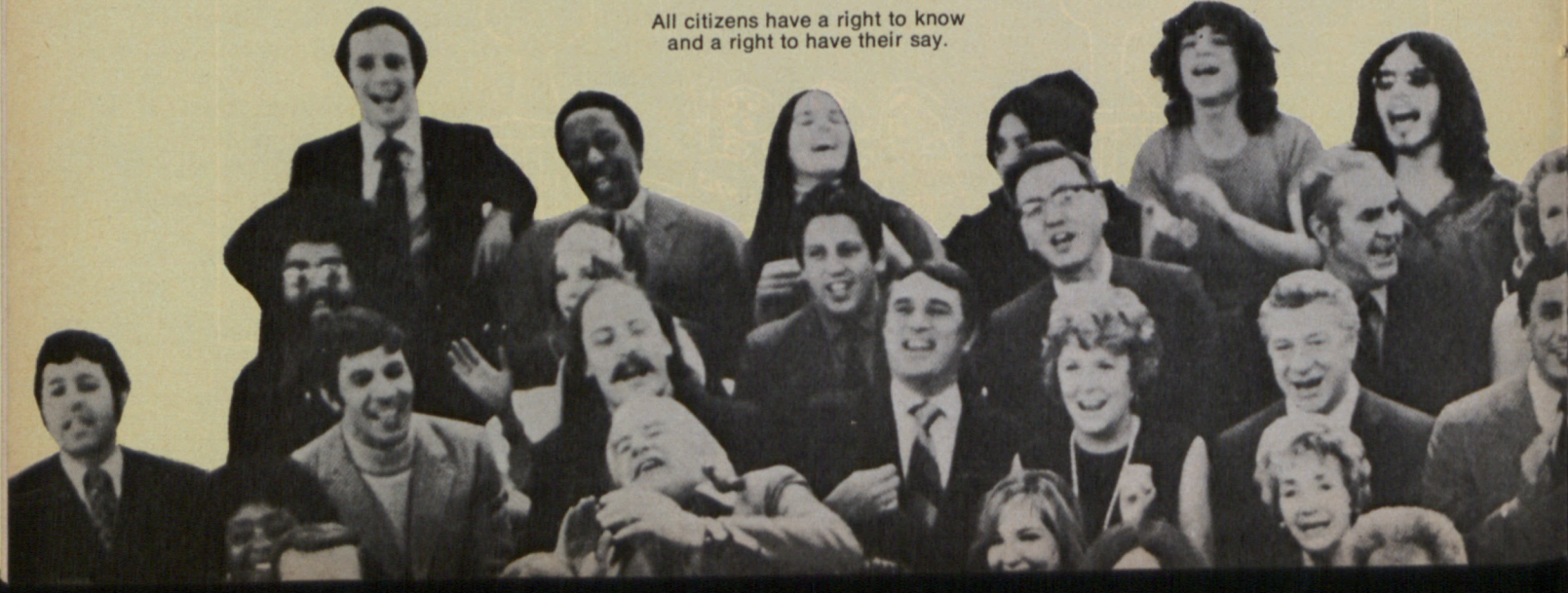
With the close of the 60's, we saw the end of a 40-year period in which most informed Americans had little interest in any level of government but the federal. State and local governments were beneath their notice. But in the 60's, legislative reapportionment brought the first stirrings of change in the state legislatures. And the billions of federal dollars passed through the states in the social programs of the Johnson Administration threw a glaring spotlight on the shortcomings of that level of government.

We are now at the beginning of what I believe will be a period of very lively citizen interest in state and local government. And it's about time. As long as the United States remains committed to the concept of a federal union of states with a division of power, state governments must be made to work. If we exclude defense expenditures, the states spend around 30 percent of all money governments at all levels pay out in the United States—and that percentage is increasing.

But there is an even more important reason for revitalizing state government. We cannot survive for long as a free society unless citizens believe that they are in touch with their political and governmental institutions and that they can play a creative and responsible role in governing. That belief is hard to maintain when officials in a vast federal government make all the significant decisions. No doubt a huge, intricately organized society needs a strong national government, but we must also have strong and responsive government at the grass roots—where the people are.

If we are setting out to improve our government, we had better have some notion of what we want in the way of improvement. I suggest that we can pretty well sum up what we want in four words: access, responsiveness, accountability, and effectiveness.

All citizens have a right to know and a right to have their say.



The two most important forms of access are the citizen's right to know and his right to have his say. The citizen has been deprived of access to his political and governmental institutions by the skillful, deliberate, and systematic use of two instruments—money and secrecy.

Far from helping to inform the citizen, many (perhaps most) governmental and corporate institutions suppress information. Much of the business of Congress is still conducted in secret. State legislatures are even less willing to do the public business publicly. Regulatory agencies often function behind closed doors, suppress reports the public should see, omit public hearings, and refuse to give out data that might reflect on the business concerns they are regulating.

To tear away the veil of secrecy, we must have "freedom of information" and "open meetings" statutes in every state in the Union, as well as a stronger law at the federal level. Such statutes should cover both legislative and executive branches of government and should require that the public business be done publicly. Executive agencies should be required to make available to the public any information that is not vital to the nation's security or an invasion of individual privacy. Remedies should be available to the citizen if such information is withheld.

Legislative bodies should conduct their affairs openly. Committee deliberations should be an open record.

But the most serious obstacle the citizen faces when he sets out to participate in government is that someone with a lot of money drowns him out. The problem isn't just that money talks; it talks louder and longer and drowns out the average citizen's hoarse whisper.

To diminish the power of money to corrupt the public process, we must pass laws to control campaign financing, to control lobbies, and to require full disclosure of conflict of interest of all public officials. (The presence of many honest and decent men and women in politics does not alter the basic fact that our system is being corrupted and compromised by the power of money to dictate political outcomes.)

The nation is hurt when great decisions are made by venal men who are concerned chiefly with private gain, the payment of political obligations, or the consolidation of personal power. Under such conditions, officials cannot formulate sound public policy and cannot administer programs soundly. The public process falls apart. When deals, graft, favoritism, and chiseling corrode political and governmental institutions, these institutions finally deteriorate to the point where they can't serve anybody.

Today good citizens leave the voting booth, pat themselves on the back for doing their civic duty, and go home and forget the governmental process. But the political machines don't forget politics. And the special interests don't forget it. They have figured a way of calling elected officials to account after the election, and the average citizen had better take a leaf from their book and make government responsive and accountable to him, too.

The present state of our political and governmental institutions isn't good for anybody. Public opinion polls cite shocking statistics on the extent to which Americans have lost confidence in their political institutions. Surprisingly, these developments please some people, who seem downright glad that the public has lost confidence. "It serves politicians right!" they seem to be saying.

But this crisis of confidence doesn't gladden me. I consider it dangerous, like a charge of lightning looking for a place to strike. I want to do everything possible to restore the trust that people should have in their institutions.

But the people won't regain their confidence in governmental institutions if those institutions are not worthy of confidence. Politics is an earthy business, but politicians can conduct themselves in such a way that citizens can respect them. Indeed, if we don't want our public quarrels settled by a tyrant's edict and don't want opposing sides to draw guns, then we had better respect our professional conciliators, chief among them the politicians.

But the politicians on their part must recognize and cope with the mood of the American people—a mood that is impatient with the old sleazy routines of backroom politics. Working together, politicians and interested citizens can design a better future for our nation. □

A Positive Approach to Disruptive Behavior

TERESSA MARJORIE PRATT, *instructor, Malcolm Price Laboratory School, University of Northern Iowa, Cedar Falls.*

□ **In an eight-week experimental classroom at the** Malcolm Price Laboratory School, University of Northern Iowa, two of us boldly ventured forth to do some prescriptive teaching with 10 intermediate grade boys who had a history of disruptive behavior in the classroom.

From the moment the boys walked through the door, we used contingency management techniques. At first, in order to gain cooperation and to reward success, we offered candy and trinkets, but we tried to phase out these tangible things as quickly as possible and move to relying on praise, free time, and the intrinsic rewards most students feel when they complete a task and do a good job. This is the story of the experiment as seen from the eyes of the teacher.

We divided our room into a work area and a free-time area. In the task area, the boys were expected to be quiet and to work individually at their seats on a task that had been prepared and was waiting for them when they arrived. On their desks they had a work record card containing approximately 120 empty squares. They earned check marks on this card for working quietly, for raising their hands when they required help, for completing tasks, and for ignoring any disruptive behavior in the room.

After they had worked a certain number of minutes, a buzzer rang, and the boys who had earned two rows of check marks on their cards could go to the free-time area. We required those who hadn't to stay in the task area until they had. When a new work period started, we gave these boys a new task, and they had an equal chance with everyone else to earn the two rows of check marks needed for the next free-time period. Some boys who earned more than two rows of check marks in a work period continued to work, for a total card of check marks could be turned in at the end of the day for a tangible reward, such as balloons, marbles, or other similar items.

When the program began, we had available in the free-time area a record player and records, some tape recorders, a wooden trampoline, many games and puzzles, all kinds of art materials, filmstrips with viewers, and plenty of books. In this area, the boys were free to choose their own activities; and unless a boy misbehaved, he remained in free time until the lights went out, which was the signal to return immediately to the task area, sit down, and begin work once again. We gave check marks to the boys who behaved appropriately in free time and extra check marks to the first four boys who walked quietly to their seats and started work on signal.

We made use of another area—a "time-out" room where we placed any student whose behavior was so disturbing to other members of the class that it could not be ignored or any student who refused to cooperate at all with a teacher request. A student stayed in the time-out room until we felt he could once again return to the classroom and do his work satisfactorily.

We completely individualized our academic program for each student, using structured materials that required little or no explanation. The boys used teacher-made work sheets, commercially made workbooks, programmed readers, and skill texts. Their assignments were commensurate with their ability, for we wanted them to meet success after success. Every morning we wrote the work schedule on the chalkboard so all the boys knew what would take place during each time slot. Then they all worked on the same type of activity at the same time but at their individual skill levels.

My assistant and I had many trying moments. The boys were difficult to manage, and we found that some of their objectionable behavior, such as talking to each

other during work periods, tended to feed on itself. We tried whenever possible ignoring a misbehaver, while at the same time encouraging those students directly around him who were behaving appropriately. We also tried to announce just why we were giving one person check marks and not the other one. An example would be, "John, this is for working so quietly and ignoring Joe's remarks." Sometimes, though, we had to give direct orders or remove a boy from the area.

All our boys had average intelligence but had been unsuccessful in school because of inattention and inability to settle down to a task. Thus, one of our most difficult jobs was to gradually increase the difficulty of work and to make it rewarding for the students to stick with one task until completion. We always gave check marks for completed work done correctly, and the number of check marks varied depending on the difficulty of the task.

Much of our energy went into adjusting the social environment so everyone would be able to work. This involved ignoring certain behaviors, rewarding others, and sometimes having a direct confrontation. Decisions had to be made quickly and with a display of confidence, but they also had to be reasonable and enforceable or the program would certainly have broken down.

An example of decision making might involve a boy who refused to work.

One of the boys once declared: "I ain't goin' to work on that paper, Mrs. Pratt!"

"That's up to you, John," I said, "but it is the only paper you'll get check marks for at this particular time," and then I walked away. We found it best to assume a matter-of-fact attitude and to say as little as possible.

The boy then might do one of several things. He might start to get up and wander around the room slamming things or poking other people. He might try to get back to the free-time area. After sitting and pouting for a few minutes, he might begin to work. Or he might sit and pout for the whole period, in which case, when checkoff time came, he probably would not have earned enough check marks to go back to free time. Happily, I can report that as time went by the boys seemed to do less pouting because they realized that they needed check marks in order to earn free time.

What would we do if the boy took the first alternative I mentioned and got up from his seat and began poking people or slamming things? Order him to his seat, probably. If he didn't go, we would tell him a second time and then tell him to go to the time-out room. If he would not walk to time-out, we would put him there forcibly.

One of the hardest things to do was to learn to ignore the boys who were yelling at us or demanding our attention in an inappropriate manner, particularly if they had worked well for most of the period. For instance, one of the boys might raise his hand but at the same time call loudly, "Mrs. Pratt, Mrs. Pratt, come check me off." If I paid no attention and just went and helped somebody else, he might yell again, "Mrs. Pratt!" If I still paid no attention, he might turn around in his seat and mutter something about my being a "chicken butt." Eventually, though, he would usually raise his hand and wait for help without yelling.

Sometimes, getting the boys' cooperation required quick thinking. Our part-time helper reported such an instance. One day she was on the playground with the boys, and two of them didn't want to come in. She knew that if she started ordering them in, she might just have more trouble. So, with the stopwatch in hand, she simply said, "Let's see if we can make it an Indianapolis 500 to the door," and the boys took right off.

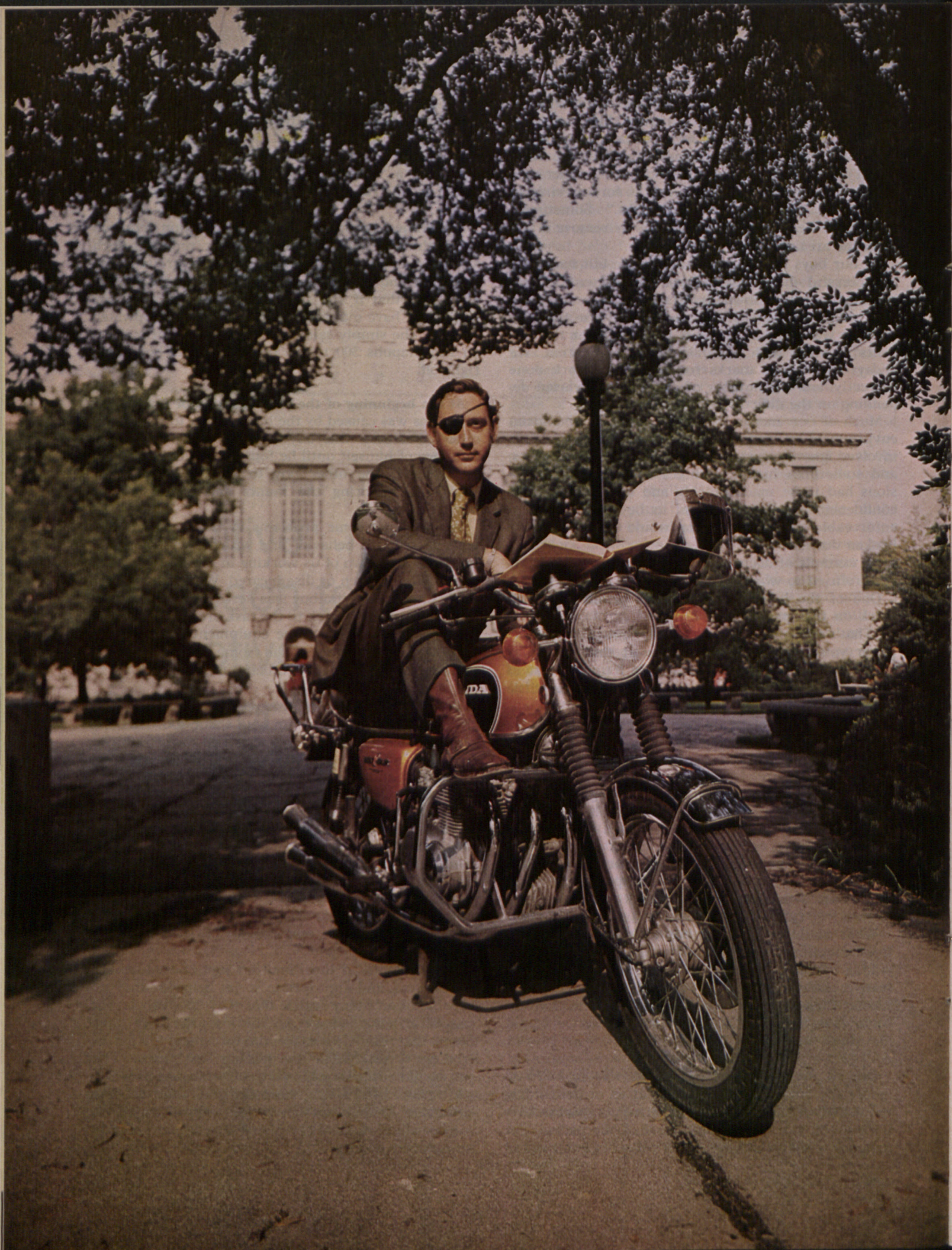
At the beginning of the program, one of the biggest problems was caused by the boys' trying to mind each other's business. One boy in particular made a real nuisance of himself until he found that his interfering only caused the other boy to receive more check marks for ignoring the taunts and aggressive behavior.

We also had some problems in the free-time area with destructive behavior and with things disappearing. Even with two of us working in the room, a lot of things were broken or disappeared. We tried to watch fairly closely, and if a boy was destructive with equipment, we sent him back to the task area. However, we finally had to remove some equipment, such as tape recorders, microphones, and some of the filmstrip viewers, because they were being mishandled.

We were not always in disagreement or at odds with the boys. We had lots of fun with them, too. We often played checkers with them and talked to them during free time about their interests, and we heard some interesting stories about fishing trips, spiritual music, trips to other cities, sports, and science experiments.

All in all, we were greatly encouraged about how children can be moved toward specific goals and about how their behavior can be modified to enable them to take advantage of the instruction they receive. This teaching method helps a teacher become more consistent in his teaching. And it makes him more aware of the good things that the pupils are doing because he takes note of this in a measurable way by using check marks.

The students, in turn, find out just how much academic work and appropriate social behavior they are capable of and they realize that they, too, can be successful. After all, don't the check marks show that? Soon, they don't need the reinforcement of getting trinkets or candy that the teacher has bought. They can earn the free time to make something really worthwhile, and before long even the free time becomes secondary as they get that certain "glow" we all like to feel when we have completed a task and know we have done a good job! □



From riding his motorcycle to operating an "easy access" computerized library system at The Ohio State University, Director of Libraries Hugh C. Atkinson is a *now* individual. The story of the fast-action library system for the *now* generation of students and teachers is told on these pages.

"EASY RIDER" INFORMATION

Books, journals, reports, films, videotapes, filmstrips, cassettes, and on and on and on. In today's information society, teachers and students are increasingly caught up and sometimes inundated with the increasing glut of information. No, Virginia, it isn't a "knowledge explosion," just the same old burgeoning of data, words, numbers, charts, symbols, formulae, and information—precious little of it "knowledge." If more of it *were* knowledge, perhaps we would better know how to handle all of it in our own best interests and in the best interests of our students.

Why not combine the computer programs for airline ticketing and telephone billing and apply the resulting know-how to the problems

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"The art of progress is to preserve order amid change, and to preserve change amid order."
—Alfred North Whitehead.

Human links between telephone inquiries and the library computer eliminate waiting in line at check-out desks and save time in locating "fugitive" material. "The book you want is in the Engineering Library. Shall we hold it for you there, or send it in campus mail?"

of a huge university library system? Hugh C. Atkinson, director of libraries at The Ohio State University in Columbus, has done just that to better connect 2,700,000 books with 50,000 on-campus users—and it's working very well.

"Where will the books go?" asked John Platt in his book, *The Step to Man* (Wiley, 1966); and his answer then: "Where everybody can read them—which is where they have always belonged." At OSU, a major step has been taken to do just this.

For a television generation of students who have grown up with space shots and computer-produced TV advertising, the use of a telephone from anyplace on campus (or, for that matter, in Ohio) to connect with a computer-controlled library is as natural as "Miss American Pie." Typically the transaction takes less than two minutes: "Do you want to pick the book up or shall we mail it to you?"

The computerized system has reduced unit costs by allowing a 20 percent increase in numbers of items circulated without use of additional personnel. The possibilities for Ohio teachers and their students are being tested as the boundaries between high school and college education are being blurred and the need for professional excellence can be more sharply seen.

One of 35 "printing" computer terminals in the OSU library system brings patrons, even those in the stacks, a few seconds away from answers to the ultimate question: "Where's the book I'm looking for?" Shifted into the "browsing mode," the computer may indicate that "a later edition is in the Social Work Library with four other books on that topic."

Bell, Book, and Candle

—the role of the school nurse

JEROME P. LYSAUGHT, *director, the National Commission for the Study of Nursing and Nursing Education.*

□ **The recent popularity of William Blatty's novel** *The Exorcist* reminds this generation of the solemnity of expurgation through the visible signs of bell, book, and candle. John Van Druten's play also centers on these symbols. These symbolic elements were invoked in the most serious rites of exorcism and excommunication because they represented the ultimate array of churchly power.

In a newer context, these same elements could represent a collective effort to exorcise our societal devils, which are ignorance, illness, and despair. Our "ultimate" recourse lies in the *bell*, which represents the educational system of the land marshalled to overcome ignorance; the *book*, which represents the learner striving to cope and grow and overthrow despair; and the *candle*, long the symbol of professional nursing, which represents the widened access to health care treatment that can overcome illness and disease.

The public school system of our land is unique in bringing together the forces of bell, book, and candle. Paradoxically, until lately, comparatively little has been done to use them in combination to exorcise our societal ills. Perhaps for the first time, Americans have now become aware that a state of health is a basic commodity in the development of a free and thinking person. Without good health, there can be no proper growth, no true individual freedom, no deliverance from the insidious encroachment of despair. For a child in good health, many things are possible; for a child who is diseased, undernourished, restricted, or impaired, all our efforts may be in vain.

Dr. Lysaught spoke at greater length on this topic at the 1972 annual convention of the Department of School Nurses, an NEA department.

The candle must be accorded importance along with the bell and the book. This, in turn, means an essential restructuring of our present school system to make the school nurse a significant element in a triad of teacher, student, and health practitioner. That she is not thus far can be blamed in part on administrative and statutory restrictions on her clinical activities and in part on the lack of understanding among teachers, principals, and nurses about the roles and functions of the nurse-educator.

Too often, the nurse is regarded merely as the bandage applier and the record keeper while health education is variously distributed among biology instructors, physical education classes, and student-to-student preceptorials. This would be unlikely to prevail if school nurses themselves took the offensive in terms of declaring what they can do—and demonstrated their capacity to do it.

In its discussion of primary nursing care, a committee appointed by the U.S. Secretary of Health, Education, and Welfare to study extended roles for nurses commented on functions for which many nurses are already prepared and others could be prepared. This thrust toward an extension of nurse roles has clear relevance to the future of school nursing. In terms of where nurses should increasingly be assuming responsibility, the committee proposed functions that include routine assessment of the health status of individuals, supervision of health care of normal children, and screening patients having problems that require differential medical diagnosis.

Obviously, if the school nurse is to provide such care with competence and efficiency, she must be able to develop a health history, perform general physical and psychosocial examinations, make primary diagnoses and assessments, evaluate environmental factors and community resources, and initiate and modify regimens of care.

One beginning effort to equip the school nurse to function in such a demanding role is the pilot program devised by the Denver public schools and the University of Colorado schools of medicine and nursing. In four months of intensive clinical experience and instruction, school nurses become proficient in interviewing techniques, physical examination, physical and psychosocial processes, and parent counseling.

After completion of this period, the nurses return to their schools but continue to receive supportive assistance in making health evaluations, using referral systems and agencies, and developing a comprehensive well-child program within the school. In addition to responding to the stress and strains of the environment, these nurses have initiated programs to assess learning problems, anticipate care needs, and make prognoses concerning emotional difficulties.

Indicative of future expectations is the expansion of the nurses' contacts with school faculty, students, and families. Perhaps the greatest commentary on the "new Colorado school nurse" is that she now requires secretarial help for paper work and scheduling be-

cause she is too busy practicing to have time to handle the clerical functions.

Other schools are watching the Denver experiment, and some schools are even now exploring similar types of programs with the professional schools of nursing and medicine. Such programs can well assist the school nurse in becoming a clinician. However, she needs other advanced skills, and it would seem that the NEA Department of School Nurses must assume the professional responsibility to provide, through its organization or through designated agents, the related instruction and experience that school nurses require.

In my view, school nurses are primarily a specialty practice group in nursing whose future must involve these aims:

1. Strengthening the clinical and practice components of the school nurse role in order to meet the needs that are so evident and for which school nurses are clearly in the best position to act.
2. Working constructively with other nursing groups, particularly the other specialty bodies, in reemphasizing the preeminence of practice as the professional core.
3. Assuming full responsibility for carrying out their somewhat unusual requirement for dual professional commitment and conduct as teacher and nurse.

If school nurses are to become the practitioners that we so desperately need, they must become participants and contributors to the furtherance of professional education *and* nursing. For too long, we have allowed the parochialism of school and health center to adversely affect the health of our children. As the linchpin in a new societal effort, the school nurse must relate to both the school and the health center—and interpret for both. She must be professional nurse and professional educator, for it is the very essence of her calling that she provide the interlocking elements which alone can bring bell, book, and candle together. □

"Someday I'd like to play Hamlet!"

Aviation Education

□ **Aviation education can provide occupational education** and, more importantly, serve as a means for applying basic learning skills to regular school subjects.

Students have been motivated by aviation-oriented programs based on the premise that typical school disciplines can be taught effectively when used to solve realistic problems. Two such programs—one in California and another in South Dakota—addressed themselves to students who had not previously responded to the standard school curriculum.

In learning to fly, students can apply mathematics in the study of aircraft instruments, weight and balance computations, and time-distance-rate problems. They may learn principles of aerodynamics and meteorology and speaking and listening skills through work with radio communications. Students can also build reading competency by studying flight manuals, handbooks, regulations, and chart legends. The list could go on and on.

Two years ago, the Oklahoma State Department of Education developed a guide that provides a wide range of aviation-correlated activities at the elementary and secondary levels. (Single copies are available free from the Director of Curriculum, State Department of Education, Oklahoma City 73105.)

To my knowledge, programs in aviation education established thus far have not involved all grades from intermediate to senior high level in a total program with aviation as the central focus.

But why couldn't an interest-centered aviation school be established? A school of this sort, where students and teachers had a common interest in aviation, would provide them an opportunity to work in an educational setting that capitalized on this interest. It would provide an individualized instructional program tailored to meet students' needs.

While materials are already available for such an undertaking, much work still remains to be done in the design, development, and publication of appropriate textbooks, lessons, and activities for all grade levels to use on a year-round basis. Such an undertaking would require funding from the state and national governments and the aircraft industry as well. Perhaps the time for such funding is now.

—**Donald M. Lammers,** *assistant to the staff director of Special Projects, Syracuse (New York) City School District. Dr. Lammers holds a commercial pilot's license with instrument rating and is a certified flight instructor.*

How Fares Spaceship Earth?

We have had an amazing amount of dumb luck, but we should not count on it to continue.

LAMONT COLE, *professor of biology, Cornell University, Ithaca, New York.*

Undoubtedly a large percentage of the earth's people have seen the above picture of the earth taken from the vicinity of the moon. Our world, as someone put it, looks like an "inviting blue fishbowl." It's round and isolated — a spaceship, in fact, that can expect no commodities from outside other than the energy of sunlight

to keep it functioning. And the message of the picture is that the earth is a finite sphere on which indefinitely expanding gross national products are complete nonsense.

People must realize that nature's way of dealing with what we call "wastes" is to reuse them, to recycle them. When astronauts go to the moon, they carry with them all the water, oxygen, and food they will need for the mission. But for flights into deeper space this will be impracticable.

Water, for example, will have to be recycled, and this is not a trivial problem because distillation will not work under weightless conditions. As people become aware that this problem is giving scientists and engineers a little trouble, they may exclaim, "Gee, it's pretty good the way the earth recycles water all the time, without our even thinking about it!"

When our space missions reach the point where oxygen also must be recycled, the problems will be more difficult. And when a spaceship reaches the point where it must recycle everything necessary to produce the astronauts' food, the public must come to realize the problems of designing a life-support system that will function over a prolonged period are terribly difficult. Then they may think, "Spaceship earth has a marvelous life-support system that has functioned for millions of years, and we mustn't take any chances with it." And then, when they look around at the desperate risks we are taking with that system, will they not insist on instant reform?

Few people understand that our atmosphere is a biological product and would contain only traces of oxygen if green plants did not constantly give off oxygen and no nitrogen if denitrifying bacteria did not reduce nitrates in soil and sediments.

We are consuming fossil fuels—coal, petroleum, and natural gas—at an ever-accelerating rate. In burning these fuels, we are extracting from the atmosphere an amount of oxygen equivalent to the amount that was put into earth's atmosphere when those fuels were formed. We must depend on green plants to compensate for the amount extracted—but not all green plants are equally efficient in this process.

A forest or a field of grass can produce a lot of oxygen, but when wood or grain decays or burns, it uses up as much oxygen as was released in its formation. So land plants, by and large, merely introduce a time lag into the oxygen cycle. The trick, in compensating for the oxygen used in burning fossil fuels, is to let green plants produce oxygen and then sequester the plants' remains somewhere without their being oxidized. This can happen in the oxygen-free sediments of bogs and swamps and lakes, but the really important repository is in the marine sediments.

We are now imposing over a half million different chemicals on the environment, and the number is increasing by several hundred each year. The sea is the ultimate sink for all of them. If some day one of those chemicals or a combination of them turns out to be a deadly poison for the marine phytoplankton or for the organisms involved in the nitrogen cycle or for any of a great many other types of organisms, the atmosphere will start running out of oxygen.

We have had an amazing amount of dumb luck, but we should not count on it to continue. In an alarming paper, Charles Wurster reported that DDT in concentrations as low as a tenth of a part per million severely depresses photosynthesis. If this turns out to be a general phenomenon, we may already be in trouble. Even though its use has been severely restricted, DDT will continue to wash into the oceans for several years—and the plants in the coastal regions where it will go typically produce much more oxygen than those in the open oceans.

There has been talk about increasing the harvest of food from the seas. Yet Japan, which has been a leader in aquaculture, has had several recent outbreaks of fatal shellfish poisoning caused by industrial pollution of the seas. Furthermore, the domesticated seaweeds can no longer be cultivated in the polluted Sea of Japan, and these operations have been moved ashore.

The San Francisco region is a frequent recipient of glass fishnet floats and other things that drift from Japanese waters. How long will it be before Japan's pollution becomes a contributor to the local problem? Our problems are not national—they are global.

What forms of life are becoming extinct today that man might need tomorrow? If our ancestors had known how, they would probably have exterminated the mold penicillium. Are pollutants wiping out equal potential wonders—perhaps in the seas? If we should really ever become serious about farming the seas, our domestic herds might be manatees, dugongs, whales, or green turtles—if any of these threatened species survives for us to use.

There is evidence from Africa that harvesting the native mammals, such as elephants and antelopes, is a more efficient way of producing meat than is cattle rais-

Dr. Cole wrote at greater length on this topic in *No Deposit—No Return*, ed. by Huey D. Johnson. Addison-Wesley, 1970.

ing. Harvesting passenger pigeons, once the world's most abundant birds, might have been a very efficient way of obtaining protein in former times—but we'll never know now.

Our trouble is that we make decisions on the basis of short-term economic considerations. Factories and power plants don't have to discharge sulfur dioxide into the atmosphere, nor do nuclear plants have to discharge radionuclides into the environment. They do these things because it would cost them money not to. Furthermore, our legislature encourages them, and we pay the bill in one way or another.

Present depletion allowances encourage mining with all its adverse environmental effects. If our legislators would make it as expensive to mine and refine new ore as to reclaim used metals, the automobile graveyards would disappear, and fewer empty beer cans would litter the landscape. If our legislators were seriously thinking of the long-term welfare of the nation, then instead of restricting imports of foreign oil, they would be seeking means to obtain oil from any nation shortsighted enough to send us this nonrenewable natural resource.

The industrial exploitation of resources may mean wealth, but it is not progress. Every gallon of oil that is taken from the earth and burned leaves the earth a little poorer than it was before, with a little less potential to support the future. It may be that our descendants will curse us for squandering petroleum on generating power instead of leaving it as a raw material for their much more advanced technology. If, in fact, we have descendants several generations hence, they may curse us for the nuclear wastes we are now bequeathing them with the instructions that they must keep these toxic substances from being dispersed into the environment for perhaps a thousand years—and perhaps at a heavy drain on their economy.

Recall the shock expressed by Thor Heyerdahl in 1969 at finding the mid-Atlantic so visibly polluted with globules of unknown composition that the men on his expedition were reluctant to dip their toothbrushes in the water. In the Pacific, some unknown factor has set off a population explosion of a formerly rare starfish that consumes reef-building corals. The corals of Guam are reported to be disappearing at the rate of a half mile per month, and the starfish is also at work on Australia's Great Barrier Reef and in the Indian Ocean. When the corals are killed, the fish rapidly disappear, and the land becomes susceptible to erosion by wave action. As a result, some islands may literally disappear from whatever man did to start this process, for there is no doubt in my mind that man is responsible.

On August 10, 1969, the *London Times* reported that mustard gas that the British thought they had disposed of in 1945 by dumping containers of it in the Baltic had reappeared, injuring fishermen, endangering resorts in Sweden and Denmark, and contaminating thousands of tons of fish. Remember that the United States has dumped similar materials in the Atlantic even more recently. Recall also that when our country was testing nuclear weapons in the Pacific, the Japanese were forced to condemn and bury thousands of tons of radioactive fish.

American industry is awakening to the fact that there is wealth other than seafood on the ocean floor. On October 30, 1969, a company that would like to mine manganese from the ocean bottoms sought assurance that the Navy would protect it from piracy and foreign invaders. Are we to have another colonial-type race for the ocean floors? All in all, man, as usual, is not acting like a rational creature bent on feeding itself.

Frederick Smith, a prominent ecologist at Harvard, estimated that the environment in this country is deteriorating at the rate of $30 billion per year, an estimate that does not include the cost of restoring a *better* environment. It now appears that the ultimate carrying capacity of the earth for human life may depend less on its ability to produce food than on its ability to degrade wastes.

The educational implications of these observations seem to me to be simply that we must immediately seek to find ways to communicate to students, beginning in the earliest grades, an understanding of the way in which the earth's environment-life system actually functions. I know this is a great challenge, especially in urban areas where children actually think that milk comes from cartons or bottles and perhaps think that the normal color of the sky is gray or the reddish-brown of nitrogen oxides.

It is probably safe to suggest that today's teachers have not thoroughly assimilated the fact that the earth is actually finite in its capacity to support life, because this fact continues to elude many of our most influential policy makers. I have been a student, but never a teacher, at the level where it is most important to convey an understanding of the true man-environment interactions. Nevertheless, "carrying capacity," the limited amount of life that can be produced or supported on a given area, is a simple concept that simply must be conveyed to our young people. □

What Can a Counselor Do?

BETTY TESH, *guidance counselor, Elkin (North Carolina) High School.*

□ **"If the faculty only understood my role," sighs the** counselor, gazing wearily into the depths of her coffee cup. "If only they realized what I'm trained to do."

Ah, Dear Counselor, if only they did . . . what then?

I am a counselor in possession of a rare commodity, an understanding faculty, and I find it a most trying experience. How I long to be one of those counselors who must struggle with discipline, attendance, clerical, and scheduling problems dumped at the Guidance Office door like foundlings—a counselor who can cry out into the earless halls, "Doesn't anybody know what I'm here for?"

While such a position is both common and deplorable, it does have its rewards. Who can deny the romantic appeal of being a martyr—a misunderstood martyr at that? But what reward is to be found in starting each day knowing that there are 32 people waiting for you who know exactly what you are expected to know and to do and who expect just that from you?

Let's begin with something simple—the referral, to the counselor, of students who are experiencing difficulties. In many schools this process is crisis- or provocation-oriented. Suppose, for example, that Harvey Ledbetter arrives in class without a book, paper, or pencil for the twenty-third straight day, walks by the aquarium to deposit his chewing gum, and falls asleep during roll call. Some teachers might tap Harvey gently on the shoulder and announce, "Friend, your attitude is intolerable. Please go to the guidance office and get it straightened out."

I would count myself lucky to have a teacher like that on my faculty. With such a one, what more is required of me than a startled look when Harvey appears at my office door? I may then invite him in for a 30-minute interview, spending 17 of those minutes discovering whence he has come. After being assured by Harvey that he "didn't do nothing" and that Mr. Culpepper "loses his cool all the time," I might elicit an agreement from him that he would try hard not to do whatever it was he was doing. As Harvey disappears into the class-change throng, I could then pat myself on the back and be proud that I had made the best of what came my way.

My faculty, however, affords me little opportunity to back pat. When an unexpected shadow falls across my threshold, more than likely it's a teacher saying, "Let's talk about Harvey Ledbetter. How are his reading skills? What's his home situation? You're the counselor—give me some facts that will help me help him."

Think what this does to my ego. Rather than being regarded as the psychiatrist-in-residence, I am viewed as the encyclopedia-in-residence—a reference source rather than a source of solutions.

Of course, if my faculty believed counselors to be first-aiders, I might keep a stock of simple cure-all speeches on hand, administer them on demand, and feel quite competent. Instead, our teaching team sees me as a consulting specialist, with a knowledge of students (individually and collectively) and of reliable sources of information.

My faculty considers the *process* of referral as important as the *result* of referral and handles the matter as professionally as a surgeon handles his scalpel. Unlike the teachers at another school I know of who use the phrases "Go to the Guidance Office" and "I want you to see the counselor" as if they were synonymous with "No supper tonight" and "Wait till your father gets home," my faculty has mastered the art of the semantic sell.

"Would you like to talk with the counselor about this?" "Do you think the Guidance Office might be of help?" and "Have you thought about sharing this with the counselor?" These are the referrals they make. They realize that suggestions often succeed when orders fail, and so they have become competent in the art of implanting impulses.

Now consider what their referral artistry does to my popularity rating. Experience bears out that the teacher who commands a student to present himself before the counselor also arms that student with one sure topic for discussion—the teacher who sent him. When a steaming, stewing sophomore slams into my office with an explosive, "Mrs. Miffle sent me to you," and I greet him warmly and acceptingly—even lovingly on my better days—I have a definite advantage in the "Nicest Teacher Over Here" derby. I need do nothing more than nod agreeably and say "Mmmm" to cement the friendship.

But can I win any "Best Teacher" awards in competition with a faculty that uses underhanded methods? The first to identify a referral situation, they are also the first to stimulate friendly feelings by developing a partnership with the student. The teacher and the student begin discussing options, and the teacher tosses me into the conversation like a fish into the bucket, to be weighed and measured and deter-

mined to be a "keep" or a "throw back."

Now, my sophomore enters with, "Mrs. Miffle and I were talking and she said you could have some ideas to help me. And I thought, well, so long as you're up here with nobody much to talk to. . . ." Because the idea to talk is his own original idea, a student who comes away from a counseling session with any degree of satisfaction either compliments himself on making a wise move or admires Mrs. Miffle for reminding him of my availability.

Not only does my faculty usurp my birthright of student adoration, but they snatch from me the sweet cup of exoneration. How I would delight in saying, "I might have helped the girl if I had only known" or "I could have told him that school was not accredited if I'd known he was considering it." How can I help but know when our pack of professionals keep a stock of mimeographed forms in their desks which they send me by the thousands. The form announces, "_____ needs to see you — immediately — this week — at your convenience (check one) for the following reason: (fill in the blank)." So, I must forfeit the protective cloak of ignorance. Even more cruel is the note that invariably accompanies the form: "Please look for the right opportunity."

Why do they have to be so understanding! If they were only less aware of the role of the counselor, I could have such a neat little book with appointments written in ink a week in advance. As it is, charged with their commission, I must go out of my carpeted office into the hassle of the halls, the lunacy of the lunchroom, the scramble of the stairwell, to seek those "right opportunities." Linwood, who would clam up when surrounded by filing cabinets and book shelves, burbles on as we sit on the auditorium steps during lunch just as his teacher knew he would when she ordered me out of my lair.

There is something close to sinister in the conduct of my faculty following a referral—an animosity that expresses itself in a total lack of interest in satisfying one of my deepest needs, the need to blab. Given the slightest encouragement I might merrily disclose how Sally's mother *did* run away with the gasman and what Price's father told his boss. Yet our faculty holds the confidentiality of the counselor in such high regard that not even a devious, "Is it true?" escapes their lips. They wait for me to report what should be reported. How can I betray a trust when there's no accomplice?

In terms of sheer physical labor, the testing program is the most strenuous. Handing out the answer sheets and watching the clock and taking up the pencils isn't the exhausting part; it's what happens when the scoring service sends back the results. How peaceful are the lives of those counselors who possess faculties content to have standardized test results recorded and forgotten.

The moment I take a big brown envelope from my mail, I am surrounded by a great hungry herd. Milling about me, they demand to know when I will bring a report on the math scores to the Math Department meeting and if I will prepare an item analysis of the English grammar section for the English Department. They ask if I will speak to a junior class about the meaning of percentile scores and determine how many freshmen who elected shop courses scored at, or below, the twenty-fifth percentile on the mechanical aptitude test.

The math teacher spends his planning period peppering me with questions. "This score says her math grade placement is 7.0. What was it last year? Did she miss questions about fractions? Decimals? Has she progressed at least one grade level each year?"

It might be worth all the time and energy if only those same faculty members who pester me most to know and understand the results of standarized testing would accept without question the numbers that appear on my test reports. They refuse obstinately to accept one standardized test score as a completely accurate picture of any student. Because they see test scores as indications, they continue to look for verifying data or opposing data, and they demand from me more and better means of assessment.

Let's imagine that I am accomplishing all the duties my faculty has set for me. I'm providing an information service, a testing service, a counseling service, and an orientation service. I change my bulletin board weekly, water my snake plant every Friday, and have volunteered to hem the junior varsity cheerleaders' skirts. Wouldn't you think I could face my faculty with, "Say, Group, don't you feel you have a whizbang counselor here?"

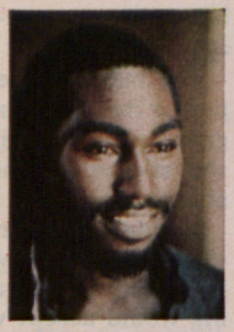
No, I keep very quiet for fear of provoking another reminder that a research report should be due any time now. The Business Education Department wants to know the area offices which use shorthand. The principal wants to know if I will determine a way to measure the amount and accuracy of student information regarding curriculum offerings. The librarian wants to know if the students feel the occupational materials are sufficient.

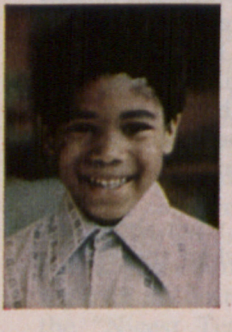
"Add that to your list of things to do, Miss Whiz-Bang Counselor," a teacher will chuckle. "And while you're about it, find someone in town who can tell my class the difference between a computer operator and a computer programmer and what training each one needs. You're supposed to be a resource person on occupations, aren't you?" Then they saunter on down the hall, mulling over an idea to have me sit in on a sociology class to answer questions about early marriage.

What can a counselor do with a faculty like mine? Admire them, that's what. Appreciate them for seeing that no counselor can be any better than the expectation of his faculty.

I appreciate mine. Whatever I am, I owe to my faculty, which stands ever behind me—pushing and shoving. □

SPECIAL FEATURE
ON
HUMAN RELATIONS
IN THE
CLASSROOM





☐ **You as a teacher can do much to** eliminate causes of prejudice and to improve intergroup relations in your school. Students and teachers may improve intergroup relations in the community, too. Here are a few suggestions from *Understanding Intergroup Relations.**

First, examine your own attitudes. What kinds of things do you assume about people on the basis of the group they belong to? Are the assumptions justified by fact?

Notice what you say in class. Avoid making subtle value comparisons between groups of people.

Do you expect less from some students than from others because of their race or sex or socioeconomic status? Be careful not to prejudge your students. Evaluate each one as an individual.

Study your community; survey the groups that make it up, the relations among them, and the attitudes they foster in your students. Make it a class project.

Then gather statistics on how many members of different minority groups

Understanding Intergroup Relations. Multimedia materials presented by Association of Classroom Teachers, NEA, in cooperation with NEA Center for Human Relations, developed and produced by NEA Publishing. Package includes color/sound filmstrip, research booklet by Jean Grambs, three cassette tapes, and two overhead transparency sets. For complete information on these and other human relations materials, write to NEA Publishing, Section HR, 1201 16th St., N.W., Washington, DC 20036.

You as a Teacher...

From **Your Child from Home to School**, NAESP and NSPRA filmstrip.

attend your school and examine the status of these groups in the neighborhood and in the school.

Do people from all the groups take part in school activities? Are some excluded? How?

Try to involve parents from the community in projects designed to eliminate prejudice through the understanding of group differences. Remember, children's attitudes are formed in large part by the beliefs of their parents.

Have open discussions at faculty meetings about racism and prejudice in your school. Get your local teachers association to negotiate for continuing education in human relations and for employment of more minority faculty and other professional personnel.

Avoid implying that some groups are stereotyped for certain tasks. Any group will excel in some ways; no group will excel in all ways.

On the other hand, don't just ignore the differences children bring to school. Rather, create opportunities to emphasize the positive things that make each group what it is. Contributions of every group are valuable, and different groups stimulate one another.

Express respect for differences in culture. Discuss cultural traits and use objects from different cultures without treating any as peculiar or quaint.

Remember, it is often the child's ignorance of another culture that makes him ridicule it.

Pride in his own culture will help a child accept another group's differences.

Display and discuss arts and crafts, music, and dances of different groups.

Use parents as resources in presenting a variety of cultural activities.

Have students make a resource file on different cultures.

Take field trips to local points of interest that have historical significance for different groups.

Select classroom materials that are fair to all groups.* If you can't find any on the market, even by collecting paperbacks, develop some with your students.

Because prejudices are feelings, they can't be changed by facts alone; use emotional and moral approaches as well.

Provide experiences that students might not otherwise have that will show the inaccuracy of their stereotypes. Make certain they recognize the significance of these experiences.

For example, when inviting community people to come talk to the class, choose people who don't fit stereotypes, such as a First American (Indian) executive, or perhaps send students to interview a female attorney.

Hold class discussions and use games and role playing to help students realize what it feels like to be a member of a group other than their own.

Divide the class into artificial groups based on height or hair color, and let each group in turn experience being the outgroup and the ingroup. For example, require blonds to carry books for brunettes.

Discuss the existence of prejudice or stereotyping in films, mass media, and television. Compare these with such minority group periodicals as *Jet, Ebony, La Raza,* and *Akwesasne Notes.*

Ask students to write essays, take photos, or make films that show the existence of prejudice. Document discrimination.

Have students interview people in the community as a study on the nature of prejudice. Use tapes of the interviews to stimulate class discussion.

Use tensions or incidents in the school or the nation as occasions for some problem solving that involves action research.

Students can interview teachers, other students, or the principal on their attitudes toward an incident or make a study of prejudice, stereotyping, scapegoating, and other intergroup problems.

They can set goals for improving relations among the different groups and consider alternative ways to reach them.

Minimize competition among individual students by encouraging each one to set his own standards and compete with himself while cooperating with others.

Build up students' self-respect by treating them with respect and showing your faith in the abilities they have. Remember, only if a student has a good attitude about himself can he feel good about other people.

Learn to distinguish between the unthinking and the insecure among students who show prejudice. Deal with each student according to the causes of his attitudes. Feelings of tension and conflict that come from difficult intergroup problems and relationships frequently cause irrational and unacceptable behavior in classrooms.

Finally, learn to tell when students are making unprejudiced statements only because they've learned that's the acceptable thing to do. Develop strategies for bringing them to deal with prejudice on a deeper level.

These are just a few of the ways you can use your understanding of how people develop their attitudes toward different groups.

By helping your students develop positive attitudes toward themselves and others, you can help the school build a viable and harmonious society. □

*For complete information about the leaflet, "How Fair Are Your Children's Textbooks?" that gives tips on involving parents and the community in a human relations program, write to NEA Publishing, Section HH.

Ethnic Studies Can Be Upbeat

HUMAN RELATIONS

FRANCES SUSSNA, *director, Multi-Culture Institute, San Francisco.*

□ **When I was a little girl, I thought that Yiddish was** not really a language—just a version of poor English. It never occurred to me that educated people who speak English might also choose at times to speak Yiddish.

Today millions of children from homes where Spanish, Chinese, and other languages are spoken suffer from the same uncomfortable and self-disparaging view. They feel that the language their parents speak is "stupid," as one Chicano pupil put it, as are the customs and life-styles which set these youngsters apart from society as represented by the norms at school. It is a rare family which can adequately counteract the resulting confusion. The peer group and outside authority figures at school have the greatest potential for validating the home's language and culture in the child's mind.

Fortunately, there is a growing understanding of the need for home-school linkage which will enable the child to relate comfortably to both of the worlds in which he lives and to reconcile them to one another. Because racial, ethnic, and cultural associations are so much a part of a child's self-identity, a school that wants to have an individualized approach must take these factors into account for each child.

In the past, educational institutions used to assume that the most useful way to encourage Americanism was to ignore racial and ethnic distinctions, submerging them in an undifferentiated general curriculum. There was an implication that the American ideal required us to strive to be "more American" by losing anything which distinguished us from a nondescript fictional prototype. This concept was disparaging and detrimental to all Americans. It resulted sometimes in the appalling spectacle of people struggling to change the color of their skin, the texture of their hair; of people changing their religious affiliations without having changed their religious beliefs. Or it manifested itself in a different way, making chauvinists of insecure people who were determined to convince others (and themselves) that they were not only as good as but better than everyone else.

Society must help children obtain a more realistic knowledge and a healthier understanding of what

On a field trip to a store in Chinatown.

racial and ethnic identities mean and what they do not mean. If we accept the simple premise that the schools are the best potential agent for providing this instruction, we are faced with the not-so-simple question of *how* to go about it.

The Multi-Culture Institute in San Francisco operated an experimental school for three years. This school tried to deal with some of the knotty problems which come up once we pose the question, "How?" For starters, there's one problem which every school district with a multiethnic population seems to encounter. If you introduce black studies one day, there is a demand for Chicano studies the next day, and possibly Chinese studies the next. Chicano studies help the Chicano youngsters and their classmates acquire respect for that particular tradition. But they do not deal with the other children and their traditions.

The Multi-Culture Institute, during its three-year experiment in a private, nonprofit elementary school, tried an approach which took into account every child's background. Each pupil had an opportunity to study in some depth an ethnic group with which he identified.

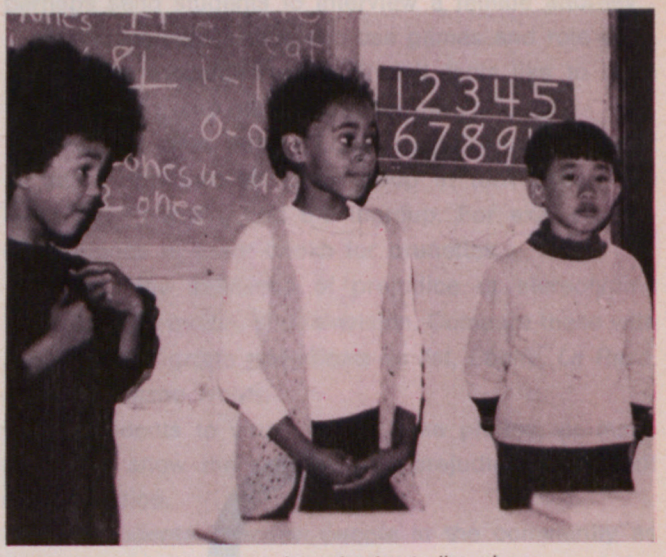
For most of the day, the children were in an integrated setting for general studies and activities. For a portion of the day, however, they were grouped according to their ethnic or linguistic background to study the treasures of that tradition with a teacher who was a member of the same group.

Subjects were presented in positive, realistic, warm, and nonchauvinistic ways. The history, folklore, art, music, and proverbs of each ethnic background were used as a vehicle for cognitive learning. More importantly, they were used as a vehicle for affective learning—pride in self and family, empathy, acceptance of others, openness to diversity, the ability to see the other person's point of view, and the whole range of community interaction concepts and skills.

Perhaps the most important component of the program was the sharing sessions in which one group of children taught its own cultural heritage to a group from a different ethnic background. This encouraged a sense of pride in the hosting group as well as a feeling of respect on the part of the guests.

Before the children were taken to see the presentations of other groups, teachers simulated their curiosity and respect and explained the etiquette of the situation. The teachers tried to convey the feeling that it is a privilege to be invited to share someone else's ethnic experiences rather than just to study about them. Our teachers worked out together the guiding of the interchange sessions so that the children might acquire not only information about one another's backgrounds, but also a mutual feeling for the sensitivities, viewpoints, and needs of others.

We tried to help the children see ethnic diversity as an enriching, colorful fact of life. Some of the children at first were mindful of their ethnic identities to the point of obsession. Others were practically unaware of their own ethnicity.



In an integrated academic studies class.

Every American child's ancestry contains the enrichment of more than one culture; every child can benefit from exploring the cultural elements in his background. Even youngsters whose ancestors came in pre-Revolutionary days can have their horizons enlarged and their pride expanded by learning in depth of the traditions their forefathers brought from the old country. The sense of having a culture of their own that evolved from many sources can increase their empathy for the multiculturalism of others.

We did not overemphasize the importance of ethnic identity. Throughout, we stressed the basic sameness of all people. Our teachers referred frequently to a list of concepts which we felt had to underlie everything we taught. One of the most important is that there is an overriding humanity which unites all mankind regardless of differences.

People of all groups have the same basic physical needs, such as for food and shelter, and the same basic emotional and spiritual needs, such as for friendship and recognition of their work. If anybody's basic needs cannot be met, it means trouble for everyone. This also applies to nonmaterial needs. If a person is provided material needs in such a way as to deprive him of his self-respect, his spiritual needs are violated. As with the other concepts, children can be helped to conceptualize and internalize this one by simple examples of incidents that could occur in the life of a child their age.

Since most schools (unfortunately, to my mind) instill an anxious competitiveness, it is difficult, but important, to keep children away from an ethnic competitiveness. *Better* and *worse* are useful concepts—sometimes. While kindness *is* better than unkindness, black hair and blond hair can both be beautiful, and it's foolish to try to establish which is better. Each racial and ethnic group is beautiful and unique in its own way.

Children have to learn the dangers of stereotyping.

The tendency to generalize is not only natural, but necessary. If a child touches a hot radiator, he learns that hot things—generally—hurt. The problem is the tendency to make other kinds of generalizations. A child who's frightened by a person with red hair may decide that all redheads are dangerous.

Through discussion, even young children can learn to make distinctions between useful generalizations and those which create and perpetuate injustices. Sometimes the generalization itself may be untrue. But even when it is true, we must not use it unjustly against individuals.

Facts which are not complimentary to a particular group need not be denied, we told our children. However, they should be viewed in the context of all related facts rather than in isolation, and they should not be used in such a way as to deny any individual his rights or to hurt anyone's feelings.

We tried not to substitute negative, befuddled thinking with positive, befuddled thinking, but rather to show children, through examples which they helped devise, the fallacies and dangers inherent in many types of stereotyping. Replacing negative stereotypes with equally unrealistic positive ones is unwise. Every ethnic group has individuals who exemplify the highest qualities of mankind, and every group has individuals who fall far below these ideals.

Too often, in an attempt to generate pride among children of one group, the needs of other groups are overlooked. I once visited a predominantly black experimental elementary school in the East where a few white children had been placed by their parents with the best liberal intentions.

The all-black staff was understandably determined to instill a sense of pride in the black children. Unfortunately, however, they assumed that children of "the privileged white race" do not need ego-bolstering. Everything on the bulletin boards and on the blackboards either stated openly or implied that blackness is not only good but that it is better than whiteness. Not surprisingly, the white children seemed withdrawn and dull, in striking contrast to the alert and outgoing black children.

A discussion among children of three races.

One of the basic concepts of our Multi-Culture Institute school was that racism is just as wrong, although perhaps more easily explained, when it comes from persons who have been its victims or when it is directed against members of a group with whom we may have historical grievances. All whites are not Simon Legrees, and a white person can be as hurt by unjust vilification as a nonwhite person.

In every ethnic studies class, there are inevitable discussions about the difficulties, the oppression, and the injustice to which the group has been subjected. In our program, each ethnic studies teacher made sure the children became aware of people outside that group who came to their aid historically. This was somehow easier in the Multi-Culture Institute situation where, as has been noted, the teacher himself was always a member of the ethnic group whose oppression was under discussion. Furthermore, the children learned to take pride in what individuals in *their* group did to alleviate oppression of other ethnic groups.

With each ethnic group, the first unit was always a positive kind of discussion rather than one centered on oppression. With Latin American youngsters in the Southwest, it was natural to begin by listing and talking about the Spanish names of cities, streets, and historical landmarks, and about the children's own names, both family and given. The class discussed the meaning of each name, and the teacher often pointed out noted figures from history or fiction with the same name.

Another positive project employed in the Latin American class was marking a map with pins, indicating the place of origin of each child (or his ancestors), then stringing a ribbon from the pin to the appropriate student's name on the bulletin board next to the map. Ethnic studies can be introduced to several classes or to an entire school by using a world map and the names of all the children (and perhaps the teachers', too). Some may have more than one ribbon leading to their names.

At the end of each unit, the classes made some kind of presentation, which usually proved exciting for the entire school. The following is an approximate transcript of a brief dramatization by a black studies class for the school and the parents on Martin Luther King's birthday. The children themselves, aged five to seven, participated in developing the program, with the guidance of their teachers.

(A group of black children are standing in rows at the front of the room. The children are wearing crowns as a symbol of Martin Luther "King." Behind them is a picture of Dr. King and a large banner which reads, "Martin Luther King Had a Dream." Over a second picture of Dr. King is a banner saying, "We Shall Overcome.")

FIRST CHILD: Good afternoon. I am here to welcome children, parents, teachers, and guests on behalf of the black

studies class to a birthday celebration honoring Dr. Martin Luther King. *(She pauses, looks about, and walks off the stage singing the first line of a song.)* "Woke up this morning with my mind on freedom."

SECOND CHILD *(following her and singing):* "Woke up this morning with my mind on freedom."

THIRD CHILD *(following second child and singing):* "Woke up this morning with my mind on freedom." *(All children in the rows sing in unison the last line of the stanza refrain.)* "Woke up this morning with my mind on freedom! Hallelu! Hallelu! Hallelu!"

FOURTH CHILD *(from among the rows sings):* "Ain't no harm in havin' your mind on freedom!" *(All children in unison sing the refrain.)*

FIFTH CHILD *(singing):* "Walkin' and talkin' with my mind on freedom!" *(Class sings the refrain.)*

SIXTH CHILD *(from rows, turns with outstretched hand toward another picture of Dr. King on a side wall):* "Martin Luther King had his mind on freedom!" *(Children sing in unison, using the same movement.)* "Martin Luther King had his mind on freedom,

"Martin Luther King had his mind on freedom, "Hallelu! Hallelu! Hallelu!"

NARRATOR: We are here to celebrate the birthday of Dr. Martin Luther King. He was a black man who wanted freedom and brotherhood for all people, and he gave his life for that cause. We are celebrating his birthday because, although we are sorry he died, we are very, very glad that he lived. Dr. King believed that America should be a place where all men could live together, where the black man should be treated as an equal.

SEVENTH CHILD:

I, too, sing America.
I am the darker brother.
They send me to eat in the kitchen
When company comes,
But I laugh,
And eat well,
And grow strong.

Tomorrow,
I'll be at the table
When company comes.
Nobody'll dare
Say to me,
"Eat in the kitchen,"
Then.

Besides,
They'll see how beautiful I am
And be ashamed—
*I, too, am America.**

NARRATOR: In 1955, Dr. King led the Montgomery, Alabama, bus boycott. It all began with a black lady named Mrs. Rosa Parks.

EIGHTH CHILD: Mrs. Parks lived in Montgomery. One day she was coming home from work. She was very tired and sat down in the bus. Then a white person got on the bus. The driver said Mrs. Parks would have to give him her seat and move further back on the bus where there were no empty seats. But Mrs. Parks wouldn't get up. She told all the people, "Whoever gets on the bus first should get the empty seat." She also told them, "It doesn't matter if you are white or black or anything. Everybody should be able to sit *anywhere* on the bus."

ALL CHILDREN *(sing in unison):*
If you miss me on the back of the bus,
And you can't find me nowhere,
Come on up to the front of the bus,
I'll be ridin' up there.

NARRATOR: Dr. King believed that we should take pride in our past as well as look to our future. In our black studies class, we learn Swahili. Swahili is one of the languages of Africa, the continent from which our ancestors came.

NINTH CHILD: We should like to teach all of our guests a greeting in Swahili. It sounds like "djambo watoto" and it means, "Hello, children." It is the first greeting our Swahili teacher taught us. Can you say it after us?

CLASS: Djambo watoto.

AUDIENCE: Djambo watoto.

TENTH CHILD: Nzuri sani. That means "very good."

NARRATOR: In our class, we learned many lessons from the things Dr. Martin Luther King did in his life and from the things he said. He had a dream about the kind of things that could happen if we all worked together.

DR. KING'S VOICE *(on a recording):* "We will be able to speed up that day when all of God's children, black men and white men, Jew and Gentile, Protestant and Catholic, will be able to join hands and sing in the words of the old Negro spiritual, 'Free at Last, Free at Last, Thank God Almighty, We're Free at Last!' "

NARRATOR: There is a song associated with Dr. King's struggle. It is called "We Shall Overcome." I think everybody in the room knows it. Will you all join hands with us now and sing it! *(Everyone, class and audience, joins hands and sings "We Shall Overcome.")*

NARRATOR: Now we want you to have some food we made and also some that our parents made. It is the kind of food black people usually eat in the South and sometimes here, too.

To me, this program exemplified some of the better ways of teaching ethnic studies. The tone was upbeat, optimistic, and inspirational. It included references to justice not only for one group but for everybody. It conveyed an accurate historic sense of the black man's struggle without violent sadomasochistic scenes. It told a true story in simple terms that even the youngest children could and did understand. The staging and musical renditions were well prepared so they had aesthetic appeal and gave the performers an exhilarating and memorable sense of achievement.

The entire school and guests joined in sampling the soul food and in the singing and dancing on the lawn that followed. Everyone participated.

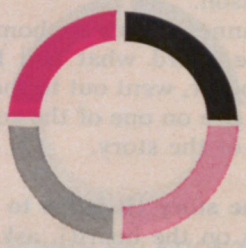
Everyone was part of the celebration because Martin Luther King belongs to all of us. But this was most of all a day for the black children. The others knew that and did not mind because they, too, had their turns. You can be comfortable as a guest in other people's homes—even the most hospitable—*only* if you, too, have a home and can be a host at times. □

*"I, Too, Sing America," by Langston Hughes.

HUMAN RELATIONS DAY

For a free single copy of suggestions for classroom, association, and community activities in observance of Human Relations Day, January 15, write to the NEA Human Relations Center, 1201 16th Street, N.W., Washington, DC 20036.

Tackling Racism by Clarifying Values



HUMAN RELATIONS

JOEL GOODMAN, SIDNEY B. SIMON, *and* **RON WITORT,** *Center for Humanistic Education, School of Education, University of Massachusetts, Amherst.*

□ **Some schools which today face racial tension and** conflict have responded by establishing courses in human relations, Afro-American history, Indian culture, and so on. These courses can be an important first step in using the curriculum to deal with racism and to develop cross-cultural awareness. But they are not enough. In order to give our students real insight into racism, we must reach them not only with facts and concepts but also on the level of values.

An Afro-American history course, for example, might cover such *facts* as these: (a) In 1619, Africans were brought to Jamestown as indentured servants. (b) Nat Turner's rebellion in 1831 was one of hundreds of slave revolts in the nineteenth century. (c) In 1917, 15,000 blacks in New York marched in a dramatic "Silent Parade" to protest the increase in lynchings and antiblack riots.

Though necessary, the facts are not sufficient. The teacher might also introduce these *concepts*: (a) the nature of slavery and indentured servitude; (b) the differences between and among racism, prejudice, and discrimination; (c) the meaning of "Black Power"; (d) individual and institutional racism; and (e) Jim Crow.

Again, the concepts are necessary but insufficient. The values level of teaching goes well beyond them. Questions like these can help students to clarify their thoughts, feelings, and behaviors related to racism:

1. Imagine you are a slave who has been threatened with a brutal whipping. After thinking out the consequences, do you: (a) run away; (b) fight the master; (c) take the whipping?

2. The slave revolts in the 1800's and the "Silent Parade" in 1917 were expressions of protest by black people to white oppression. How do *you* respond when you think you are being unfairly treated? Tell the story behind the most recent time you felt unfairly treated.

3. Make a list of the institutions of which you are a part. List any of their policies or practices which you consider racist. What can you do about them? What would be your next step? Whom can you get to support you?

These examples of level-three teaching put the "you" into teaching. They address each student on a personal level and help him identify what the facts and concepts mean for his own life. They also provide a way for students to examine their thoughts, feelings, and behaviors—and to reduce the inconsistencies among them.

What is important to note in level-three teaching (described in *Values and Teaching* by Louis Raths, Merrill Harmin, and Sidney Simon) is that the teacher does not tell the students what to value. The focus is on valuing, rather than on teaching values. The teacher provides a *process* through which each individual: (a) is entitled to freely choose his own values; (b) can examine many alternatives when making value choices; (c) becomes aware of the possible consequences of his choices; (d) prizes and cherishes his choices and values; (e) becomes willing

The article is based on a forthcoming book, *A Humanistic Approach to Tackling Racism: A Handbook of Classroom Activities.* For information, contact Mr. Goodman at the above address; the Zip is 01002.

to publicly affirm his choices; (f) can and, in fact, will act on his choices; (g) tends to act on his choices repeatedly, so as to form a pattern in his life.

In using the process of value clarification to confront racism, we do not seek to impose one set of values. Moralizing and inculcation have never worked before in helping students to grapple with issues that are confusing and full of conflict. As an antidote to the futility of moralizing and inculcating, we hope to help students deal with racism on their own terms and from their own experiences.

Let us now examine classroom strategies that our students have found helpful in the process of developing their awareness and understanding of racism and in clarifying their values in this area.

If you'd like to provoke and energize your students into exploring their values related to racism, tell them this story:

Once upon a time, there was a school called American High. Bill, a black junior at American, wanted to set up a black studies program on Monday afternoons during the first semester. This was the best time for the 15 black students who were interested in the course and also the only time that Bill's faculty sponsor could be of help. Since they planned to show films during the course, the blacks needed to use the school's audiovisual room.

Bill explained his course to the vice-principal, who okayed the program and gave Bill permission to use the AV room every Monday afternoon.

The following Monday, Bill and the other 14 black students arrived at the AV room after school only to find it occupied by the 45 players on the football team, who were watching a film of last Saturday's game. (The team included five black students.)

Bill explained that he had permission to use the room, but even so the players and their two white coaches refused to leave. In fact, Art (a white player on the team) blurted out, "Why don't you wait until the end of the football season to have your course? Football is more important to this school than studying about niggers."

Tempers flared, and a big argument ensued. Ernie (a white football player) felt strongly that Bill and his friends had first claim to the room and he was appalled by Art's outburst. But Ernie said nothing. Jerry (a black player) was furious at Art, but he held his temper.

Bill charged back to the vice-principal, who, after learning of the conflict, withdrew permission for the blacks to use the AV room. He pointed out that the football team's 45 members outnumbered the 15 black studies students and that he must respect the rights of the greater number. Also, he said, the football team provides a service for the school, which the black studies course does not. "You can either postpone your course until next semester," he told Bill, "or hold your meetings in another place." He then suggested a smaller room on the same floor. The black students met this suggestion with stony silence.

A week rolled by. The next Monday afternoon found Bill and his 14 black friends occupying the AV room and refusing to let anyone else in. Bill told the football team that the black studies students would be using the room every Monday—as originally planned.

At this point, a heated argument broke out. Verbal insults and pushing and shoving were traded. Art knocked a black student down, muttering as he did so, "Go back where you came from, nigger." Then Jerry hit Art in the face.

At that moment the coach appeared on the scene, sized up the situation, and announced, "OK, team. Let's head for the gym."

Later in the day, John (a white football player) broke into a black student's locker and stole some money. "Some of my best friends are black," John said, "but those people occupying the AV room need to be taught a lesson."

Still later, Suzanne, a black sophomore who became furious when she heard what had happened to the black student's locker, went out to the parking lot and quietly slashed a tire on one of the coaches' cars.

That's the end of the story.

After telling the story (it helps to write the names of the characters on the board), ask each student to rank the characters in the story—Bill, the vice-principal, Art, Ernie, Jerry, John, Suzanne—from the most admirable to the least admirable. Each student might also note the character with whom he most identifies and then, in a paragraph, describe how he resembles and how he differs from that character.

As a further exercise, you might want to offer this challenge to your students: "In small groups I want you to reach a unanimous agreement on the rank order of the seven characters."

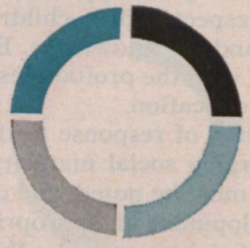
The effort to reach consensus almost always generates much energy. Students have the opportunity to publicly affirm their beliefs and to collectively examine the alternatives to and consequences of their choices. In this case, the end (reaching consensus) is not important (in fact, groups are often unable to reach consensus), for there is no one "right" answer. The criteria students give for their choices and how they go about seeking consensus are what is crucial.

After the small-group consensus discussion, ask the students again to jot down individually their responses to such clarifying questions as:

1. What values were you protecting in your individual rank order?
2. Did you compromise on any of the characters?
3. Was there any character about whom you would like to change your mind?
4. Did you feel others were listening to you during the discussion?
5. Did you listen to others?
6. How do you put into practice what you said you were valuing?

There are numerous offshoots to this exercise. Role playing, setting up debates, and having your students write their own stories all make sense. □

What About the First Americans?



HUMAN RELATIONS

FRANCES E. SVENSSON, *assistant professor of political science, University of Michigan, Ann Arbor. Dr. Svensson is Sioux.*

□ **America is Indian country. True, much that is characteristically Indian in us**—language, behavior, religious beliefs, and way of perceiving and categorizing the universe—has been subject to generations of conscious, government-sanctioned suppression. But to a far greater extent than most non-Indian observers might realize, much has survived in an Indian world that persists parallel to but distinct from the everyday world of American society.

The struggle to survive has not been without cost; too many of our people have been dislocated, caught somewhere in a cultural limbo between the Indian and white worlds. From the beginning, the educational system has been one of the major battlegrounds in the confrontation between the two worlds, and it bears a heavy responsibility for the fate of generations of human victims—dropouts and semieducated young people systematically taught to disparage their own birthright and their very identity.

Because of the power they hold over the future, the educational processes assume a primary role in the concern of Indian people. Culture and identity must be transmitted, and he who controls that process controls the destiny of nations. For Indian people, that has long since passed the point of being merely rhetoric; the most basic need of Indian children in the school system is a substantial Indian presence in school administration and staffing.

It is not enough to recruit Indian teachers, although they are desperately needed. There is also a need for Indian people on the executive and policy-making levels of education, including membership on boards of education. Initiative in the development and implementation of educational programs must be allowed to rest in Indian hands. Indian education—and educators generally—must be responsive to the Indian community, rather than solely to non-Indian "experts."

Indian people *are* concerned about education. While they have often rejected the traditional vehicles for the expression of such concern (the PTA, for example), they have developed alternatives of their own. Most tribal communities have education committees organized under the Tribal Council, and many urban Indian communities have educational programs.

Indian Studies Programs at major universities have a particular interest in education affecting Indian people. A few, like the university-based Indian Teacher Education Projects, are explicitly concerned with the training of personnel for service in educational programs impacting on Indian children.

Change can—and must—come to the classroom immediately. Resources for classroom use are grossly inadequate from the Indian point of view. Textbook treatment of Indian issues—seldom either accurate or comprehensive—has ranged from total neglect to crude distortion. It is not enough to color the faces of Dick and Jane and Baby Sally reddish brown. Texts that distort and neglect must be abandoned and new ones brought into the classroom.

The American Indian Historical Society in San Francisco has done pioneering work in the evaluation of textbooks from the Indian point of view, and preliminary results are available in a book called *Textbooks and the American Indian.* Some school districts have established text evaluation committees composed of concerned local citizens and educators, and these may expand on the work cited above.

Bringing Indian people into the classroom as resource persons during American Indian units can help, also. Still, perhaps the material changes are no more important than attitudinal changes that reflect an understanding of the different roots of the Indian world view.

A word of caution must preface any discussion of Indian educational philosophy and strategy. There is no monolithic "Indian" viewpoint. No one individual could presume to speak on behalf of all Indians. A multitude of traditions are politically reflected in the more than 300 aboriginal tribal groups within the geographical confines of the present United States. Their languages, customs, and beliefs are often mutually incomprehensible. On the other hand, the force of historical circumstance and a generally shared attitude toward the fundamentals of man's relationship to man and to the natural universe have tended to move Indian people toward common patterns in education.

With us, learning has been associated with listening and observing, with imitation of life models, with acceptance of the wisdom of the elders. The proper

attitude of the "student" toward the older person imparting tradition through stories and songs is respectful silence, not noisy participation. For example, as small children listening to grandmother, we did not jump up and down, overcome with excitement. To have done so would have been to behave in an unbecoming way.

This pattern carried over with us into the school system, which, in contrast, demanded active participation and penalized its absence. We did not understand how to behave, for if we responded Indian-style our teachers thought we were stupid and uninterested. If we attempted to act as did the non-Indian students around us, we felt we were behaving disrespectfully.

Such training may make Indian children particularly vulnerable in the classroom. The teacher, as an adult, is expected to know and to impart responsibly. If he brings distorted and disparaging attitudes toward Indian people into the classroom, the Indian student has trouble fighting back, intellectually or emotionally. If the situation is sufficiently stressful, the accepted thing to do is to withdraw physically from the classroom by dropping out or to "migrate internally" by tuning out the classroom experience. Student reticence and withdrawal can easily be misinterpreted by the teacher as hostility, particularly if he views Indians as sullen and semicivilized. This may lead to retribution—verbal, and sometimes physical.

When we were small and misbehaved, we always suffered most from my grandmother's failure to speak to us or acknowledge our presence in any way. It was as if we were invisible, and it frightened us greatly. We were never struck for disciplinary purposes; grandmother always said that no adult should ever lose so much control as to strike a child. Many Indians tend to look on teachers who lose control in the classroom—who shout or strike or verbally abuse children—as literally "running amok."

Indian boys usually have a harder time in school than girls, a fact borne out in statistics relating to dropouts. Perhaps this is because the role of girls is generally to be more passive, more reticent than boys. The problems of being Indian in school may act to intensify the rigors of adolescence beyond bearing, especially when there are few compensating rewards. Indian children, especially boys, are often much more independent than their non-Indian counterparts, to the point that they may be making very fundamental decisions about their lives at what would be for others an extremely early age.

Thus, the reluctance (when it occurs) of Indian parents to intervene when their children drop out of school may not reflect lack of concern—quite the contrary. It may, instead, be a manifestation of the fact that no parent would presume to infringe on the child's right to make a decision about something that affected his own life so directly as school attendance.

The stress on a very different, competitive kind of individualism is pervasive in American education. Children are rewarded for outdoing their fellow students. Those who seem reluctant to compete are dismissed as apathetic or perhaps as suffering from a hidden "learning disorder."

In many Indian societies, group cooperation and the realization of individual achievement through contribution to the group are often primary values. As a result, Indian students may be reluctant to compete with one another or to have attention drawn to themselves when they are singled out for praise. Such attention produces not pride but acute embarrassment. Children may be reduced to withdrawal from the school situation entirely if reward, as well as punishment, becomes too persistent.

What is a teacher to do? How are these proud, touchy, independent, and often alien people to be treated? Carefully—that is, thoughtfully.

The teacher has a great opportunity to truly teach, given the deep respect Indian children are taught to have for adults and for knowledge. But that opportunity must be met with the profoundest commitment to responsibility in education.

Different patterns of response to the learning situation and of emerging social maturity among Indians and non-Indians must be noted, and concessions made to them in development of appropriate curriculums. Values and beliefs inherent in the European tradition must never be imposed on Indian students, nor should their own traditions be denigrated. The problem of competition can be dealt with if Indian attitudes toward it are understood.

Like others, we Indians have been subjected to stereotyping. Our problems with the contradictions between our own cultural traditions and European ones have led to high dropout rates and a host of what are, within non-Indian society, social pathologies. We have been caught in a vicious cycle of self-fulfilling prophesy; educators had low expectations of us, and we came to have low expectations of ourselves.

Many examples of this stand out in my mind: the way Indian students were discouraged from taking college preparatory courses because of expected failure, the way those of us who graduated from my high school were urged to "try" community college vocational courses because there was no place for academically trained Indians, the way bad classroom performance hardly merited any concern among teachers—what else could you expect of Indians?

One symptomatic incident illustrates this best. All through elementary school, Indian students dreamed of being angels or even shepherds in the Christmas pageant. But no Indian was ever anything but a donkey or a goat or a sheep. I guess the idea of an Indian angel was a contradiction in terms. Literally and figuratively, that must no longer be the case!

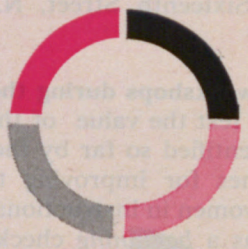
There is a myth that tension and conflict endanger society and its institutions. Yet history shows that it is in the confrontation of ideas and in the tension of di-

(*Continued on page* 60)

◆ *An article on Chicano education will appear in a forthcoming issue of the* JOURNAL.

What You Can Do Now

to improve the treatment of minorities and women in your teaching



HUMAN RELATIONS

□ **The announcement last spring of an NEA plan to** bring about improved treatment of minorities and women in instructional materials has brought forth a number of varied responses, including:

"Don't forget the Irish (or the Filipinos, French, Greeks, or Italians)" . . . "It's about time we recognize that women have been repressed, as well as minorities oppressed" . . . "Every subject should be included, not just history."

The NEA plan provides for the following interrelated actions designed to influence all publishers to produce textbooks and other instructional materials that appropriately reflect the pluralistic nature of American society:

1. Development and dissemination of widely endorsed national criteria and content guides for the creation and evaluation of instructional materials that give fair and balanced treatment to minorities and women. Special attention will be given to correcting past inequities to women and to American Indians, Asians, blacks, Jews, Mexican Americans, and Puerto Ricans.

2. Improvement of state and local policies for adoption and selection of instructional materials to provide for greater involvement of teachers, students, parents, and members of minority groups.

3. Inclusion of provisions in negotiated contracts regarding instructional materials with specific attention to multiethnic and female representation.

4. Legislative and judicial remedies that support the rights of all children to appropriate learning materials.

The day they read of these plans several NEA members telephoned saying they needed the guidelines immediately. One teacher asked for a set of the new books. "When will they be ready?" she inquired. When told that it usually takes about five years and a million dollars or more to develop and publish a major new textbook series or system of instructional materials, she declared, "But I can't put my students into storage for the next five years!" And then she asked the question that is the subject of this article, "What can I do *now* to improve the treatment of minorities and women in my teaching?"

Although it will be at least five years before the current thrust of the NEA and other groups to improve the treatment of women and minorities in instructional materials takes full effect, we can look for continuous progress between now and then. We can also encourage teachers to use existing supplemental materials and experiences from everyday life. Greatly improved materials are rolling off the presses and out of the laboratories daily. Much of the impetus for this improvement may be traced back to an NEA-sponsored Conference on the Treatment of Minorities in Textbooks and Other Teaching Materials in 1967.

So, before you condemn the instructional materials in your field, be sure you have seen the very latest published. Some of them are very good, and your most fruitful efforts might be to replace old materials.

In many cases, basic or comprehensive materials present inadequate treatments but are usable when supplemented with newer specialized materials. In some cases, the basic flaws in materials are so great that they should not be used at all.

What doctor would prescribe a medicine likely to be poisonous? Why should teachers be party to poisoning students' minds with certain instructional materials because they are "the best available"? Under such circumstances you would do better to "brew your own." In fact, preparation of original materials is often a valuable learning experience. Educational publishers, like the producers of any other product offered for sale in a competitive market, produce what their customers accept or demand of them and are willing to pay for. So exercise your personal and professional influence. Instructional materials will improve rapidly if teachers:

- Select and use these materials discriminately.
- Make specific suggestions to publishers for improving or revising various materials.
- Refuse to use those that are clearly harmful.
- Support efforts to obtain sufficient funds for high-quality, up-to-date materials.

If you are a teacher in a school system that gives you responsibility for selecting the tools and materials you need to do a professional job, you should fully exercise those options. If you don't have such options, work with your colleagues in the NEA and its affiliates to achieve them.

One thing you can do, for example, is urge your local association to include provisions regarding procedures and standards for selection of instructional

materials in negotiated contracts with specific attention to women and multiethnic representation in the materials. Suggestions for such provisions may be found in NEA's *Negotiation for Improvement of the Profession: A Handbook for Local Teachers Association Negotiators.* (For ordering information, write to NEA Publishing, Section HR, 1201 16th Street, N.W., Washington, DC 20036.)

Since your personal influence on your students is even more significant than that of instructional materials, you had better be sure that your own knowledge, concepts, and attitudes are pointing in the right direction. Perhaps you will need some reeducation in regard to the treatment of minorities and women before you can properly guide the education of your students. For it is likely that your education, like that of most teachers, imbued you with a stereotyped image of the "typical American" which is not really typical. Although it is now widely recognized that the United States is a pluralistic society in which a wide variety of cultural patterns and life-styles are acceptable realities, most of us have been conditioned to think in terms of an unrepresentative, oversimplified image of what is "typically American."

The stereotype is based on a dominant cultural standard that is West European (mainly English) in origin, and Protestant, middle-class, and male-oriented. Of course, this stereotype is particularly unrepresentative of the roles and contributions of nonwhites to American society, but it is also unrepresentative of the great majority of other Americans.

In terms of national origin, for example, there is no majority group in the United States. No matter where your ancestors came from, you are in a minority group. Most Americans don't fit the dominant cultural stereotype. No wonder so many students find school programs and materials based on the stereotype irrelevant to them!

There are several things you can do to reorient your thinking toward a pluralistic concept of American society. Reading is first on the list.

Popularly written books such as Dee Brown's *Bury My Heart at Wounded Knee* (Bantam paper), a history of the American West from the Indian point of view, or Carey McWilliams' *North from Mexico* (Greenwood reprint) can provide an interesting way to help sensitize you to the kinds of distortions, omissions, and myths that have pervaded the American history books of the past. A unique, easy-reading-level text for junior high school students, *Minorities: U.S.A.* (by Milton Finkelstein, and others, Globe) would make valuable reading for teachers who are interested in a single, comprehensive source to update their perception of the roles and problems of the groups that have been most neglected in the past.

A review of the articles and references of the special feature on "The Schools and Sex-Role Stereotyping" in the December 1972 issue of *Today's Education* will provide you with a number of ways in which to recognize and avoid limitations and distortion of roles of males and females in our American society.

Participation in workshops that provide firsthand contacts and discussions with representatives of various minority groups can have an even greater influence on your attitudes. The human relations units of a number of NEA state and local affiliates, as well as many school systems, are planning workshops dealing with minorities, sex discrimination, or other aspects of human relations. Check to see if your state or local NEA affiliate, your school system, or a nearby university is planning such a workshop.

For suggestions and sample materials for various types of human relations conferences and workshops, write to NEA Human Relations. For information about NEA's multimedia materials on "Minorities and Women in Instructional Materials" and the "We're Not All Alike" series, write to NEA Publishing, Section HR, 1201 Sixteenth Street, N.W., Washington, DC 20036.

A number of workshops during the next year or so will discuss and test the value of the following eight basic criteria identified so far by the NEA project to develop guidelines for improving the treatment of minorities and women in instructional materials. They may be useful as a *beginning* checklist for planning your personal teaching program as well as for evaluating instructional materials.

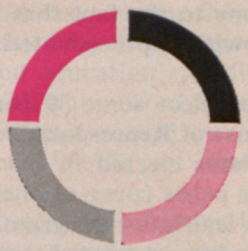
Does your teaching plan, presentation, or instructional material:

1. Portray the multicultural character of our nation, within a framework of unity, as a value to esteem and treasure?
2. Present the sexual, racial, religious, and ethnic groups in our society in such a way as to build positive images, with mutual understanding and respect?
3. Help students to appreciate the many important contributions to our civilization made by members of the various groups that compose it?
4. Not suggest that any group is more or less worthy than any other?
5. Identify the historical forces and conditions which have operated to the disadvantage of minority groups and women?
6. Examine the contemporary forces and conditions which operate to the disadvantage of minority groups and women?
7. Analyze intergroup tension and conflict fairly, objectively, and with emphasis upon resolving social problems?
8. Motivate students to examine their own attitudes and behaviors and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy?*

—**Sidney Dorros,** *NEA coordinator, Project To Improve the Treatment of Minorities and Women in Instructional Materials; and* **John R. Browne,** *Ford Fellow, School of Education, University of Massachusetts, Amherst.*

*Adapted primarily from criteria of the Detroit Public Schools.

The Messages in Elementary Reading Texts



HUMAN RELATIONS

SARA GOODMAN ZIMET, *assistant professor in psychiatry and director, Reading Research Project, University of Colorado Medical Center, Denver.*

□ **Recently, researchers have begun to systematically** scrutinize elementary reading textbooks for the messages inherent in their illustrations and stories. Researchers have asked: Who are Dick and Jane, mother and father, friends and neighbors? What are their racial identities, sex roles, life-styles? Where and how do they live and work? How do they relate to each other? How do they feel and what do they think? And how appropriate are they as models for identification?

After all, schools give a top priority to reading instruction, and the reading textbook is the traditional means through which reading skills are taught. Is it any wonder, then, that in addition to seeing the reading text as a teacher of reading skills, some view it as a motivator to learning to read and a socializer to the world outside the school?

Researchers have documented the contention that these texts contain socioeconomic, racial, and sex-role stereotypes; stilted syntax and a plethora of neutral words; falsely idealized relationships among siblings, parents, peers, and other adults; and dependent, dull characters who act out themes lacking in information, ingenuity, and interest.

Under pressure from the Civil Rights movement, several publishers have tried to create urban multiethnic readers. In my opinion, their efforts on the whole have been unsuccessful. A study of several readers published in 1965 and 1966 concluded that most of them expressed a subtle racial bias and contained the same inappropriate cultural, developmental, and learning models as the earlier texts.

Thus, despite the cry for textbooks about people from various ethnic, religious, and social groups, publishers still appear to be reluctant, with rare exceptions, to drop the traditional characterizations of middle-class, affluent, suburban, white, Christian, middle Americans.

Yet, in reality, here is an excellent opportunity to present stories which acknowledge and depict people who are alike and different from the reader—alike in feeling anxiety and joy though different in cultural identity. People, both adults and children—whatever may be their ethnic, national, religious, or social-class identity—need to be humanized and identifiable; need to display a familiar range of emotions, both negative and positive; and need to behave in recognizable ways.

The finding that boys were experiencing more difficulty in learning to read than were girls caused publishers of reading texts to try to make the books more appealing to boys. The publishers' solution: books with more boy characters and significantly fewer girl characters who continued to be shown in stereotyped roles. Consequently, this solution took a narrow view of solving the boys' learning problems and exacerbated an old one—that of sex-role stereotyping, which perpetuates the culturally conditioned separateness that leads both boys and girls to devalue that which is feminine and to strive for that which is masculine. Stereotypes, whether they be national, ethnic, religious, social, or sexual are inadequate to capture the fullness and richness that is or can be.

Why not alter the themes of textbook stories to make them more appealing to both boys and girls? Themes dealing with realistic issues of concern to both belong in reading textbooks.

Families are not always intact, nor is family life exclusively child-centered. Parents punish, and children display a range of affects. Bridging the discontinuities between home and school, sibling rivalry, parent-child conflicts, birth and death, fears, accomplishments, and failures—all are part of the life space of the child. These can provide vital story material that can reassure children that others experience what they experience or may help children understand that circumstances are different for other children. In either case, in story form, emotional distance is possible (i.e., this is not me; it is like me), and thereby lends a perspective to problems and situations

(*Continued on page* 60)

TEACHERS CHANGE THE

Introduction

As they move into a new year in 1973, teachers can achieve significant gains for education in the United States Congress.

The results of the November general elections give dramatic testimony to the fact that teachers are maturing politically with unprecedented speed. Let's look at that record.

Teachers helped elect some 30 percent of the 435-member U.S. House of Representatives and 40 percent of the 33 candidates elected in the Senate. (Stories on this and other pages cover teacher activity in politics and the NEA legislative program.)

This extraordinary accomplishment of teacher political activism has been a topic of conversation during post-election weeks by Washington political observers who now see teachers as one of the most potent political forces on Capitol Hill. Teachers have proven that they know how to do the work that will send to Washington Congressmen who are friends of education. When the federal elections come up in 1974, they'll do it all over again in a bigger way.

Before we look to 1974, though, let's concentrate on January 1973 and the ensuing months when the new 93rd Congress begins its deliberations for the next two years. It is at this time that the transference of political action from the precinct ballot box to the vote in Congress takes place. This must be carefully watched by teachers to make certain that the votes of each member of Congress are right for education.

That is why it is so important for members to be

Pictured with Rep. Yvonne Brathwaite Burke (D-CA) is Stuart Stengel, her former teacher and one of three co-chairmen of an educators' committee for her election.

POLITICAL SCENE

SPECIAL FEATURE ON NEA AND POLITICAL ACTION

NEA President Catharine Barrett, in commenting on the elections, said the results are "clear evidence that teachers have become activists in the political process." She added that teachers "will continue to use their political influence in working for Congressmen who are friendly to education."

familiar with the NEA legislative program. Its main thrust is to make more federal dollars—one-third of the total school dollar—available to public elementary and secondary schools by 1976.

This will not be easy during the next four years. The Nixon Administration has promised reform but no new programs, and education spending will not be a high priority. We all know from bitter experience the Administration's dismal record on education during the past four years. We do not expect this negative attitude to change.

Therefore, our hope for achieving legislative priorities rests with the Congress. But don't make the assumption that our problems will be solved just because teachers helped so many Congressmen to Washington. This is no time to rest on our laurels.

The Congressmen that teachers supported in the general elections and their colleagues in Washington need your help. They want to hear from you. Only in this way can they help you and the United Teaching Profession.

The challenge ahead is so great that every Congressman must be fully informed about the problems in education when he casts his vote—whether it be in committee or on the floor of the House or Senate. But he must hear from you. You can best accomplish this by first making it your responsibility to know your Congressmen (House and Senate representatives) personally. Make certain that they know you and are familiar with the positions of the United Teaching Profession.

Visit your Congressmen and their staffs at home. If you come to Washington, call on them on Capitol Hill. Let them know how you feel about education issues—how these affect you and the children you teach. Too few of us take the time to make our views known. Your Congressmen will appreciate your efforts to contact them. It is the kind of activity that costs practically nothing but pays off in big dividends.

Remember that all education decisions are essentially political, and teachers are part of the political process at all levels—local, state, and national.

Finally, know the NEA legislative program. The *NEA Reporter* and state association publications publish current information on the status and provisions of education legislation. Further information is available from NEA Government Relations, 1201 Sixteenth St., N.W., Washington, DC 20036. □

Sen Claiborne Pell (D-RI)

Sen. Walter Mondale (D-MN)

Sen. Clifford Case (R-NJ)

Sen. William Hathaway (D-ME)

Sen. Charles Percy (R-IL)

Sen. Floyd Haskell (D CO)

Accomplishments in the 1972

Early last fall, Senator Claiborne Pell (D-RI), chairman of the powerful Senate Education Subcommittee, was lagging far behind in his bid to defeat John Chafee, former Secretary of the Navy and ex-governor of Rhode Island. But Pell, the 54-year-old son of a Congressman, began to close that gap and as election day neared was over the top. The difference, in Pell's opinion, was a massive effort by teachers who worked in behalf of his winning candidacy.

"My election is a victory for teacher power," the thrice-elected Senator said. "Before the teachers began to help me I was a two-to-one underdog. Now, thanks to an army of teachers who knocked on thousands of doors and made thousands of phone calls, I have won by more than 33,000 votes."

Pell described his victory as "a victory for education." He added, "You can be sure that I will continue to fight for a better deal for education in Washington."

Representative Marvin L. Esch (R-MI), a member of the crucial House Committee on Education and Labor, said it "was heartwarming to have the endorsement of NEA." Esch, a former associate professor of speech at Wayne University, said he is "looking forward" to working with the 1.2-million-member organization of teachers during the new Congress.

In the 1972 election, teachers were involved in 184 national races, and the candidates they supported won in 128 of 165 House contests and in 13 of 19 Senate races. This month (January), these 141 teacher-backed winning candidates will join their colleagues in the full House and Senate for the opening of the 93rd Congress. As working legislators in the Congress, they will be confronted with the legislative program of the National Education Association—a top priority of the Representative Assembly.

What is the character of the new Congress? Will it be sympathetic to the problems of education? There are indications, as reflected in the comments of many of the teacher-supported candidates, that it will.

Senator Walter F. Mondale (D-MN), mentioned as a possible Democratic presidential candidate in 1976, was high in his praise of teachers' political activity. "I have consistently supported teacher involvement in the political process and was especially pleased to see such involvement demonstrated in my own campaign," he said.

Mondale, who is chairman of the Senate Subcommittee on Children and Youth, added, "I hope that teachers in Minnesota and the nation continue to be politically active on the national, state, and local levels."

Rep. Frank Thompson (D-NJ)

Rep. Marvin Esch (R-MI)

Rep. Bill Roy (D-KS)

Rep. Don Riegle (R-MI)

Rep. Mike McCormack (D-WA)

Rep. George Brown (D-CA)

Two newcomers to the House, both women lawyers who received strong teacher backing, will join Shirley Chisholm, of Brooklyn, as the second and third black women in the House of Representatives. Like Mrs. Chisholm, both are Democrats. Former state assemblywoman Yvonne Brathwaite Burke, 40, of Los Angeles, and former state senator Barbara Jordan, 36, of Houston won easily in their congressional races.

Representative Burke was cochairperson at the Democratic National Convention last July. At an NEA reception she recalled how teachers were instrumental in her win in last April's Congressional primary election. "Without teachers, we couldn't have done it," she said. "They were marvelous."

Mrs. Burke, California's first black woman legislator, particularly praised one of her former teachers, Stuart Stengel, who came out of retirement to cochair an educators committee.

Elections

NEA-PAC

NEA AND POLITICAL ACTION

(Mrs. Burke was one of Mr. Stengel's students at Manual Arts High School in Los Angeles.) Serving with Stengel on the committee was Alvia Barfield, president of the Association of Classroom Teachers of the NEA.

Representative Barbara Jordan is the first black woman ever sent to Congress from the old Confederacy. An intelligent and politically shrewd lawyer, Miss Jordan won respect in the state senate for helping to enact Texas' first minimum wage bill and to create a Department for Community Affairs, designed primarily to deal with the problems of urban minorities. Miss Jordan was accorded "Governor for a Day" honor by virtue of her election last March as senate president pro tem, also a first for a black in Texas. She was also the only woman in her law class, the first and only woman elected to the Texas senate, and the first black person in the Texas senate since 1882.

When Miss Jordan was in the tenth grade at Phillis Wheatley High School in Houston, she decided to become a lawyer after hearing Edith Sampson, a black attorney from Chicago and later a judge, address a Career Day assembly. The high school sophomore confided her ambition to her homeroom teacher, A. C. Herald, Jr. (now principal at Wheatley), who encouraged her to try.

A third woman newcomer to the Congress, who was supported by teachers in Denver, is Democrat Pat Schroeder, a 32-year-old lawyer and housewife. Mother of two, Representative Schroeder says she entered politics because she was tired of "political pollution." "If business were run the same way Congress is," she notes, "the country would shut down."

Mrs. Schroeder, who has a deep concern for the problems in education, said in one of her celebrated campaign posters: "Pat Schroeder refuses to sit in Congress and wait for better education programs to come along. She's ready to stand up and fight for these things. You see, children are a big part of Pat Schroeder's life. Her own children. Your children. Our children. They're all worth fighting for. She wins. We win."

Another new congressman, Andrew Young, Jr., 40, is a black civil rights leader from Georgia. A Democrat, Young is committed to the NEA legislative program and has vowed to work for its enactment. He was formerly executive director of Martin Luther King's Southern Christian Leadership Conference and noted for his expert mediating abilities.

Two of the most stunning upsets in the Senate were achieved by teacher-backed candidates. Representative William Hathaway (D-ME) unseated Senator Margaret Chase Smith; and Democrat Dick Clark, a former teacher, defeated incumbent Senator Jack Miller in Iowa. Hathaway, 48, a leader in several House floor fights for increased education funds, was a four-term Congressman. He praised Maine teachers in his victory statement and said they "provided the additional punch which was absolutely vital in the final stages" of his campaign.

Clark, 43, and a political unknown, walked more than 1,300 miles to make himself known to his future constituents. He was backed by a superb organization, which he put together himself when his former boss, Representative John Culver, decided not to run for the Senate seat.

"I'm most grateful for the support and endorsement of NEA-PAC and IPACE," said Clark. "I know that it was a significant factor in helping me achieve this victory." NEA-PAC and IPACE are national and state political action arms.

In addition to Esch, other teacher-supported candidates who are returning to the House Committee on Education and Labor are: Representative John Brademas of Indiana, chairman of the House Select Subcommittee on Education; Representative William (Bill) Clay of Missouri, the state's first black representative; Representative William D. Ford of Michigan, who also serves on the Committee on Post Office and Civil Service; Representative James G. O'Hara, also of Michigan, a skillful House parliamentarian; Representative Frank Thompson, Jr., of New Jersey,

Rep. Gerry Studds (D-MA)

Rep. Wayne Owens (D-UT)

Rep. Pat Schroeder (D-CO)

Rep. Andrew Young (D-GA)

Rep. Barbara Jordan (D-TX)

Rep. Charles Wilson (D-TX)

chairman of the House Special Subcommittee on Labor; Representative Ella T. Grasso of Connecticut, a Congresswoman who has been the recipient of many awards for outstanding achievement in the field of education; and Representative Lloyd Meeds of Washington, who is also a member of the House Committee on Interior and Insular Affairs. All are Democrats.

In addition to Pell, Clark, Hathaway and Mondale, Democrats who won Senate seats and received help from teachers are incumbent Senators Jennings Randolph of West Virginia, a member of the Senate Education Subcommittee; John McClellan of Arkansas; Thomas McIntyre of New Hampshire; Lee Metcalf of Montana; and newly elected Senators Sam Nunn of Georgia and James Abourezk of South Dakota.

Republican senators who received teacher support and won included incumbents Charles Percy of Illinois, James Pearson of Kansas, and Clifford Case of New Jersey.

Seven other Republican House candidates who were supported by teachers included four new Congressmen and three incumbents. Going to the House for the first time are Don Mitchell of Herkimer, New York, a 49-year-old former state legislator; Alan Steelman, 30, of Dallas, an economic development consultant and former director of the President's Advisory Council on Minority Business Enterprise; Matthew J. Rinaldo, 41, of Union, New Jersey, a state senator and industrial, labor relations, and public relations consultant; and Robert P. Hanrahan, 38, of Homewood, Illinois, a former Cook County superintendent of schools. The three incumbents are Representatives Donald W. Riegle, Jr., of Michigan, a former faculty member at Michigan State, Boston University, and Harvard; Representative H. John Heinz, III, 34, of Pennsylvania, who was first elected to the House with vigorous teacher assistance in November 1971; and Representative Margaret Heckler of Massachusetts, who was a leader in successful efforts to secure retroactivity for teachers' pay during the freeze.

Other successful House candidates who lauded teachers for their support were Representatives James M. Hanley and Ogden Reid, both Democrats of New York; former Congressman George Brown (D-CA); freshman Congressman Gerry Studds (D-MA); Representative Bob Bergland (D-MN); and Representative Teno Roncalio (D-WY).

Other House candidates that teachers supported in winning causes were: Incumbent Representatives J. Edward Roush (D-IN), a seven-term Congressman who once served as a prosecuting attorney and infantry officer; Les Aspin (D-WI), a first-term Congressman who learned his politics from Senator William Proxmire (D-WI); Bill Roy (D-KS), lawyer-physician; K. Gunn McKay (D-UT), former businessman and teacher; Mike McCormack (D-WA), a former infantry parachute officer; and newly elected Representatives Wayne Owens (D-UT), a 35-year-old Salt Lake City attorney; Charles Rose (D-NC), a 33-year-old lawyer; and Jerry Litton, 35, (D-MO), a farmer-businessman. □

Work with the

FEDERAL LEGISLATION

All of NEA's education legislation not enacted by the 92nd Congress must be reintroduced. During 1973, the Association will press for progress on federal legislation according to priorities mandated by the Representative Assembly in Resolutions.

The first few months of the new session are likely to be dominated, however, by a number of extremely controversial issues, the settlement of which will determine the political climate for the pursuit of NEA's legislative objectives. Among these issues are: whether a tax increase will be necessary to offset deficit spending; whether Congress will act to limit the President's power to cut spending; whether the President's authority to impose wage and price controls will be extended beyond April 30; whether Congress will try to pass a Labor-HEW appropriations bill as large as that which the President twice vetoed last fall; whether tax credits should be allowed for the parents of children enrolled in private schools; and whether the Elementary and Secondary Education Act (ESEA) will be extended beyond its expiration date, June 30. The ESEA question and an expected U.S. Supreme Court decision on the use of property taxes as the main source of school revenue will open up extended debate on the way education is funded.

The National Education Association recognizes that the financing of national priorities must be revised in such a way that resources may be used for the achievement of NEA goals and the alleviation of pressing domestic needs. NEA will continue to assist in efforts to turn the national direction around.

Following are NEA's areas of priority:

Adequate Public School Finance—There are two major components to what NEA would consider to be an acceptable level of federal responsibility for public education. The NEA believes that the federal government must provide general assistance to education in an amount which would raise the federal government's share of the cost of public education to not less than one-third of total expenditures.

A means of providing this is being developed by NEA and other major national education organizations. This new school-financing program will help preserve the nation's schools and improve the quality —and equality—of education for the 52 million school-age children. A key provision will call for the federal government to supply about one-third of each school dollar. The largest part of the program, which carries an estimated price tag of $30 billion, will be used to provide a guaranteed basic elementary and secondary education in grades K through 12. The remainder will

Federal Government

be for such special target areas as vocational education, remedial and compensatory education, early childhood education, summer school programs, adult education, teacher training and teacher centers, and education services for the mentally handicapped. The target for full implementation is 1976.

Second, the Association will continue to insist on full funding of existing categorical aid programs, such as compensatory education, innovative services, assistance to the handicapped, projects in bilingual education, and many more. NEA believes that general federal assistance, when enacted, should be on top of, not in place of, funds earmarked for specific categories.

Collective Bargaining—NEA seeks legislation to bring about an equitable bargaining climate for public employees and their employers. A federal bargaining law should provide an optimum balance of power between employee organizations and employers and should guarantee the rights and recourses of each party in the bargaining process.

Cabinet Department of Education—NEA believes that only a Cabinet Department of Education can give education the prestige it deserves and that there must be a Secretary of Education to articulate the needs of the schools in the highest national forums. NEA will seek passage of legislation to give education Cabinet-level status and transfer other education functions of the federal government to the new Department.

Mobile Teacher Retirement—NEA will seek reintroduction and legislative progress on a measure designed to improve education by increasing the freedom of the nation's teachers to change employment across state lines without substantial loss of retirement benefits. Through the establishment of a federal-state program, each qualifying state retirement system would receive financial assistance from the federal government in an amount calculated from formulas in the bill for both out-of-state service and deferred benefit service. The state retirement system would pay each other for the service credited.

Copyright Revision—NEA believes that outdated laws governing copyright severely restrict the tools available for use by the teacher in the classroom. NEA will seek legislation which, while not seriously abridging the rights of those who create materials and who should derive profit from them, nonetheless guarantees the teacher's right to use the materials in teaching. Such legislation would include provision for both "fair use" and not-for-profit use of copyrighted materials so that teachers and educational institutions may have a limited right to copy and use materials.

Social Problems and Civil Rights—The Association recognizes and reaffirms the responsibility of the nation's educators to take a leadership role in seeking solutions to the social problems of our time. Therefore, the Association pledges to bring its resources to bear on efforts to solve social problems requiring legislative action, with special emphasis on (but not limited to) those matters that are currently addressed specifically by NEA Resolutions. For example, the Association will support laws and programs to protect our environment (Resolution 72-19 and New Business Item 30); fair housing legislation (Resolutions 72-18 and C-30); and federal assumption of welfare costs (Resolution 72-35). And the Association will continue to work for the protection of constitutional and human rights and to oppose any changes that might abridge those rights.

FEDERAL ADMINISTRATION

A major NEA responsibility is continuing liaison with federal agencies which administer education legislation. The Association works closely with these agencies as they develop new proposals for Congress and seeks to have these proposals reflect NEA positions. Often the Association must marshal its forces to resist proposed repeal or drastic alteration of existing programs.

NEA closely monitors the implementation of federal education programs, beginning with discussion of proposed regulations and guidelines. These documents represent the administering agency's interpretation of the intent of Congress in the legislation and greatly affect the conduct and results of the programs.

Once laws are passed and implementation begins, NEA watches closely the levels at which the programs are funded. It was necessary two years ago, for example, for NEA to press for release of school lunch funds which had been appropriated by Congress but not released by the Administration. A Congressional resolution, backed by the NEA, forced the Agriculture Department to release the money.

Dealing with Congress and the agencies and encouraging teacher political activity are the responsibility of NEA Government Relations, which works closely with NEA affiliates and other organizations whose goals are similar.

In addition to lobbyists and political consultants in Washington, DC, Government Relations consultants based in NEA regional offices generate grass roots support for legislation and stimulate teacher political activity. □

—NEA Government Relations.

IDEA EXCHANGE

Today's Education *invites NEA members to submit items for possible use in "Idea Exchange." Contributions must not have appeared previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and Zip Code.)*

Early Spring

In late January and beginning February, I give a boost to our "Nature Table" by bringing in branches from various fruit trees and flowering shrubs. We place these in individual containers filled with water. In a few days or weeks, the buds swell and bloom, and the leaves unfold. The children learn to identify the different trees and shrubs, and interest remains high as they look each day to see what has happened. In addition to being a learning experience, this practice gives a touch of spring to a dreary time of year.

—Bonnie Thoma, *kindergarten teacher, Cedar Lane School, Marysville, California.*

Decathlon

To create enthusiasm for understanding bases other than 10 and for learning the metric system, we have a class decathlon. The students select 10 events for competition that are measured in meters. The list usually includes: 50 meter and 100 meter dash, 300 meter run, 600 meter walk-run, high jump (in centimeters), standing and running broad jump, a weight throw, an obstacle run, a rope-skipping race, and sometimes a kilometer bicycle race.

To keep the decathlon from being a show for the superior athlete, we award 10 points for first place in each of the 10 events; nine, for second place; eight, for third; seven, for fourth; and so on, down to one point for tenth place. Each student can keep his own score and check it with the master scoreboard every day as the events are run.

—Val R. Cheatham, *fifth grade teacher, McLean Elementary School, Wichita, Kansas.*

Carbon Copies

When one of my mathematics students is absent, I have another student make a carbon copy of the notes and examples for the absentee. In a central location I keep a supply of carbon paper and a ream of paper. Students in class then use this under the paper in their own notebooks, turning in the copies at the end of class. When the absentee returns, I give him the notes, which aid him in supplementing the text.

—Donna M. Rogers, *mathematics teacher, Cicero (New York) High School.*

Polishing Telephone Skills

In my elementary speech arts program, I use a teletrainer set (supplied by the local telephone company and consisting of two regular phones, an operator's set, a film, a set of filmstrips, and telephone information booklets) to teach the children telephone skills and greater clarity of speech.

We view the filmstrips and a color film and, after the children have studied their booklets carefully, we do telephone exercises in class. We dramatize such assignments as dialing, answering, and hanging up the phone properly; finding numbers in the phone book; using the yellow pages; and handling a wrong number or a busy signal. The older children enjoy serving as operators. Even the shy children are eager to join in the activities.

—Mary Imogene Harris, *teacher of speech art, Bryant School, Tulsa, Oklahoma.*

Proofreading

My senior English students gain proofreading experience through a group effort. I divide each class into groups that exist for one semester. During the semester, we have frequent exercises in which students work in their groups to identify structural and mechanical errors in sample compositions. Then each group submits an answer sheet for me to correct. I post the grades for the groups on a Group Effort Chart on the bulletin board. The group with the highest score gets a star for that exercise.

This approach to proofreading has eliminated much of the need for in-class drill that so often causes students' aversion to the study of technical aspects of writing. All students enjoy the competition, and, for the good of the group, the better students help the slower ones. In addition, students get the opportunity to function with a chairman in a small-group situation.

—Donald H. Wulff, *instructor of English, speech, and drama, Roundup (Montana) High School.*

Find the Errors

Too often the education of slower students has been concerned with their "mistakes." To avoid falling into this trap, I use the following exercise with eighth graders who have learning problems. The exercise pleases most of them.

From a school periodical, I make a ditto listing 10 sentences (or groups of short sentences or captions under pictures). I copy each of the 10 items exactly except for *one* error in spelling, punctuation, place name, or number. Errors that reinforce understanding of spellings that cause reading difficulties are good—"though" for "through," "fling" for "filing," for example. I indicate the page on which the item occurs. Students find the page and sentence or sentences, detect the error, underline it on their ditto copies, and write a correction in a space on the ditto. Students usually like to work together, but it can be a see-who-can-finish-first exercise.

—Marjorie Hopkins, *English teacher, Great Neck (New York) Junior High School.*

Quarterback Club

Each week during the professional football season, I hand out to my pupils a sheet listing all professional football games for the following Saturday, Sunday, and Monday. The children circle the teams that they think will win.

On Tuesdays, each youngster adds up the number of incorrect selections. His next step is to figure his percentage of correct selections. He does this every week, and we keep a record posted in the classroom ranking the children according to highest percentage.

—Jan Hoffman, *sixth grade teacher, Waterman Elementary School, Beloit, Wisconsin.*

Classroom Incident

This is another in a Journal *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers or other consultants whose training and experience may enable them to contribute illuminating insights.*

I teach third grade in a small town, and until recently I never had a serious problem with my classes. I hate to call Glen a "problem," because he isn't; it's just that his brilliance has created a bad situation in my room.

Intellectually, Glen is head and shoulders over everyone in the class. (He is also the best-dressed boy in third grade, and *his* bike is brand new.) A new boy at our school, Glen was first to answer every question. He won nearly all the number games and spelling matches we had; he was first to complete the reading assignment. I must confess that to keep him busy I've let him run errands (something all the children like to do) and take his choice of extra assignments.

Glen is not the show-off type, and he never brags about his accomplishments, but even so, the other children have taken a definite dislike to him. One boy, named Dick, is the leader of an anti-Glen movement which is picking up speed every day.

I first noticed Dick's campaign on the playground when I overheard him telling several children, "Don't play with Glen. He thinks he's so smart. He doesn't need any friends but the teacher—she lets him do anything he wants." Heads nodded in agreement. "Yuh, we don't need him," another boy said.

Several days ago I found Glen sitting by himself on the steps at recess time. When I asked him why he wasn't playing with the others, his eyes filled with tears, and he jumped up and ran away from me.

After the children came inside, I delivered my first sermon of the year —all about friendship and the importance of being nice to everyone in the group. Glen's face flushed, and he looked down at his desk. Dick stared at me in wide-eyed innocence. The others exchanged knowing looks. I felt sure I was on the wrong track, and later on I heard them accuse Glen of "getting Teacher to stick up for you."

Now, Glen has little to say in class; his old enthusiasm is gone. How can I restore his interest in his studies and get the other children to accept him?

Consultants' Comments

The teacher helped to bring about Glen's alienation from the rest of the class. Now, she must help him establish a better relationship with the others.

Careful planning, keeping individual abilities in mind, would have had Glen working on more challenging assignments, eliminating any need for him to run errands just to keep busy. The teacher should now prepare a chart each day with classroom tasks assigned in careful rotation—giving each student an opportunity to contribute on an equal basis.

Perhaps using Glen as a member of a committee where he could contribute to a group project, rather than shining as an individual, would help the class appreciate his ability, since it would relate to their success, too. Positive feelings from the group in relationship to Glen might also be obtained if his parents helped to provide an interesting or enjoyable experience for the whole class, such as sharing a hobby or talent or providing a field trip. Glen's lack of interest will take care of itself as he finds a satisfactory place within his group.

—Freda Bradley, *music teacher, Washington Elementary School, Fayetteville, Arkansas.*

To extricate Glen from the "Let's shoot him down" position, the teacher needs to realize that the one who placed him there is the teacher—not the children. Remedial action taken on several fronts is needed to change the classroom atmosphere in Glen's room.

1. Since Glen is "head and shoulders" above the others in mental ability, whole group competition should be stopped immediately in academic areas. Instead, spelling and number game competition could be set up within ability group levels, or between small groups made up of children from each ability level.

2. Place all children on a classroom roster for jobs, with "errand-running" assigned a week at a time.

3. Adjust assignments to ability and provide games (for individuals, partners, and small groups) as an activity for those who finish assignments early.

4. If Glen is willing, the teacher might ask him to serve as a tutor on a limited basis during a part of his free time for children who need help, making certain to choose children willing to accept his help.

Also, if Glen is overdressed for his peer group, a talk with his mother might be in order. Peer-group leader Dick needs to be provided with an activity which directs his attention away from Glen.

—Evelyn Pearcy, *fifth and sixth grade teacher, Valley Forge Elementary School, Columbus, Ohio.*

"Coloring just doesn't turn me on anymore."

NEA FINANCIAL REPORT TO MEMBERS

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
STATEMENT OF ASSETS, LIABILITIES, AND FUND BALANCES (NOTE 1)
AUGUST 31, 1972

GENERAL FUND
Operating

ASSETS (Note 8)			LIABILITIES AND FUND BALANCES	
Cash		$ 200,632	Liabilities:	
Accounts receivable:			Unsecured bank notes payable (Note 8)	$ 3,600,000
Unpaid membership dues from certain state and local associations (Note 2)—			Accounts payable and accrued liabilities	1,208,206
Prior year dues	$2,406,400		Accrued vacation (Note 3)	1,350,000
1971-72 dues	1,734,400	4,140,800	Payable to state and local associations under indemnification agreements (Note 3)	810,000
Other 1971-72 unpaid membership dues, net of reserve for anticipated cancellations and adjustments of $475,000		2,268,700	Payable to Permanent Fund	2,635,220
			Payable to Special Purpose Funds	438,290
Publication sales and advertising		207,901	Funds held in custodial capacity	520,928
Receivable from Departments, National Affiliates, and Associated Organizations		490,787		10,562,644
Investment in related corporation (Note 5)		50,000	Commitments and contingencies (Notes 4 and 5)	
Other assets		166,045	Fund balance (deficit):	
		7,524,865	Balance, beginning of year	24,529
Fixed Assets			Adjustment for the cumulative effect on prior years resulting from changes in method of accounting (Note 3)	(1,201,414)
Land, at cost		2,197,130	Excess of expenses over income	(1,860,894)
Buildings, at cost, not being depreciated		11,678,658	Balance, end of year	(3,037,779)
		13,875,788		7,524,865
		$21,400,653	Fund balance:	
			Balance, beginning of year	13,831,646
			Transfer of building improvements from Permanent Fund	44,142
			Balance, end of year	13,875,788
				$21,400,653

PERMANENT FUND

Cash		$ 623	Fund balance:		
Receivable from General Fund		2,635,220	Balance, beginning of year		$ 5,072,212
Land and land improvements (Note 6)		815,779	Life memberships	$658,925	
Investment securities (quoted market value of $2,167,000)		1,972,952	Gifts received	2,000	
Investment in related corporations (Note 5)		180,000	Transfer of building improvements to General Fund	(44,142)	
			Printing costs of *Addresses and Proceedings*	(84,421)	532,362
		$ 5,604,574	Balance, end of year		$ 5,604,574

SPECIAL PURPOSE FUNDS

			Fund balance, after deduction of deficit balances	
Cash		$ 489,409	in certain funds of $139,226	$ 1,144,406
Investment in related corporation (Note 5)		12,750		
Investment securities, at cost (quoted market value of $206,000)		203,957		
Receivable from General Fund		438,290		
		$ 1,144,406		$ 1,144,406

The accompanying notes are an integral part of this statement.

STATEMENT OF GENERAL FUND INCOME AND EXPENSES
FOR THE YEAR ENDED AUGUST 31, 1972 (NOTE 1)

Income:	
Membership dues (net of $810,000 payable under indemnification agreements—Note 3)	$25,653,013
Advertising	350,327
Student NEA and Future Teachers of America membership dues	169,545
American Education Week, principally publication sales	100,189
Other publication sales	287,901
Investment income from Permanent Fund investments	223,264
Miscellaneous	174,740
	26,958,979
Expenses:	
Salaries and benefits (including $510,000 of accrued vacation—Note 3)	12,690,815
Grants to and joint projects with state and local associations	4,832,231
Travel	2,721,990
Publication costs	1,941,980
Outside services (consultants, printing, legal, audit, other)	1,904,662
Office expenses (telephone, office supplies, other)	1,382,637
Administrative expenses (interest, insurance, rent, utilities, other)	1,305,109
Grants to affiliates (including $1,000,000 granted to DuShane Emergency Fund)	1,206,957
Conventions and conferences (including $1,100,000 for Constitutional Convention)	1,132,250
Machinery rentals and repairs and materials and supplies	968,308
Less recovery of costs incurred for NEA affiliates and Special Purpose Funds	(1,267,066)
	28,819,873
EXCESS OF EXPENSES OVER INCOME	$(1,860,894)

The accompanying notes are an integral part of this statement.

Schedule of General Fund Expenses and Budget by Goal for the Year Ended August 31, 1972 (Unaudited)

	Budget	Expenses
Independent United Teaching Profession	$ 7,375,874	$ 7,666,396
Professional Excellence	2,362,183	2,432,039
Economic Security for All Educators	538,787	537,490
Adequate Financing for Public Education	1,526,365	1,590,286
Human and Civil Rights for All Educators and Children	2,835,022	2,726,651
Leadership in Solving Social Problems	468,602	508,115
Basic Support Systems	5,930,509	5,452,291
Governance	743,500	841,637
Administration	1,658,085	1,699,323
Business Operations and Plant Maintenance	5,033,573	5,049,660
Miscellaneous	—	315,985
	$28,472,500	$28,819,873

STATEMENT OF SPECIAL PURPOSE FUNDS RECEIPTS, DISBURSEMENTS, AND FUND BALANCES (NOTE 1) FOR THE YEAR ENDED AUGUST 31, 1972

	Balance August 31, 1971	Receipts NEA	Receipts Other	Disbursements	Balance August 31, 1972
DuShane Emergency Fund (Note 7)	$208.551	$1,000,000	$ 22,336	$ 825,651	$ 405,236
Educational Travel Trust Fund	(91,963)	—	4,812,586	4,460,695	259,928
Special Services Fund	149,908	—	543,621	456,865	236,664
Hilda Maehling Fund	109,342	—	120	3,794	105,668
Constitutional Convention	(349,744)	1,100,000	—	656,267	93,989
Research Division contracts and grants	33,005	—	9,929	2,537	40,397
William G. Carr Scholarship Award	34,851	2,000	2,645	74	39,422
USOE Project—Educational Communication Coalition	—	—	23,772	—	23,772
Educational Technology contracts and grants	(299)	—	28,491	12,677	15,515
PR&TV Services	12,112	—	9,880	8,239	13,753
Teacher Education and Professional Standards Project	86,570	—	61,354	134,227	13,697
Nanjemoy Nature Reserve Fund	11,212	—	—	1,393	9,819
Classroom Teachers National Conference	7,881	—	2,479	3,102	7,258
Reader's Digest grants	6,064	—	5,500	5,509	6,055
Verbal Skills in Negotiations	—	—	4,795	—	4,795
Student NEA Environment Project	575	—	4,285	1,695	3,165
Givens Room Project	—	—	2,697	8	2,689
Future Teachers Heritage	111	—	—	—	111
T. M. Stinnett Chair of Criticism	1,688	—	—	—	1,688
Instruction Projects	3,932	—	2,612	6,463	81
Project Reflection/Planning	—	—	1,550	1,520	30
Teacher Field Service Training Program	1,301	—	—	1,463	(162)
Reserve for Supplemental Employee Retirement Benefits	79,335	—	—	79,867	(532)
Working Conference on Sex Role Stereotypes	—	—	—	1,697	(1,697)
Committee on International Relations	(119,361)	—	172,877	61,728	(8,212)
ACT/NEA/NPS Environmental Education Project	34,556	—	15,070	73,909	(24,283)
Planning Project—Educational Communication Coalition	33,301	—	34,250	92,658	(25,107)
Project LIFE	(101,693)	—	285,275	262,915	(79,333)
National Council on Teacher Retirement	21,350	—	14,053	35,403	—
President's Projects	4,983	42,387	9,421	56,791	—
NEA Project on the Educational Implications of Automation	1,060	—	—	1,060	—
NEA Project on the Academically Talented Student	531	—	5	536	—
Adult education contracts and grants	17,460	7,467	168,327	193,254	—
	$196,619	$2,151,854	$6,237,930	$7,441,997	$1,144,406

NOTES TO FINANCIAL STATEMENTS AUGUST 31, 1972

(1) SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenses and Budget by Goal

The budget amounts included on the schedule of expenses and budget by goal are as approved by the Representative Assembly and amended by the Executive Committee. The expenses and budget amounts have been reclassified to be comparable to the 1972-73 budget by goal.

Departments, National Affiliates, and Associated Organizations

There are 33 Departments, National Affiliates, and Associated Organizations and 4 related corporations offering services to members of the Association and to other educators, which operate separately and independently of the Association, except that the Association does act in a custodial capacity for certain of these organizations. The accompanying statement of assets, liabilities, and fund balances includes the monies of certain of these organizations which were held in a custodial capacity as of August 31, 1972, but does not include other assets, liabilities, and fund balances of these organizations, and the statement of General Fund income and expenses excludes the income and expenses of these organizations.

Special Purpose Funds

Special Purpose Funds consist of funds restricted for specific projects and purposes. Generally, these funds have income from sources other than the Association. The operations of the Special Purpose Funds include activities such as the receipt and carrying out of government and private grants, the organization of travel tours and charters for Association members, and the promotion and administration of services, such as annuity and insurance plans for members.

The Special Purpose Funds are included in the accompanying financial statements on the basis of recorded cash receipts and disbursements, and no determination has been made of the amounts of income and expenses accrued but not recorded as of August 31, 1972. Deficit balances in certain of these funds as of August 31, 1972, are expected to be eliminated through receipt of subsequent payments on contracts and grants.

Permanent Fund

The Permanent Fund consists of permanent investments of the Association, together with other funds received by gift, bequest, or transfer. The Permanent Fund may not be expended or otherwise transferred, except by the approval of the Executive Committee, the Board of Directors, and a two-thirds vote of the Representative Assembly. However, the bylaws of the Association provide that the Permanent Fund may be expended for the cost of building improvements and the cost of printing *Addresses and Proceedings*. At August 31, 1972, $2,635,220 had been loaned from the Permanent Fund to the General Fund. The Board of Directors and Executive Committee of the Association have approved such borrowings up to $3,000,000.

Life memberships are recorded when received. The Association's bylaws provide that a person may become a life member upon the payment of an amount in cash equal to 20 times the annual active membership dues, or 22 times the annual active membership dues if paid in equal installments over a period of 10 years. At August 31, 1972, the aggregate amount of life memberships receivable due on the installment method was approximately $16,400,000. This amount has not been recorded in the accompanying financial statements, since it is not possible to estimate the amount which will ultimately be realized.

All life membership receipts are recorded as Permanent Fund income, except that an amount equal to annual membership dues ($25) from installment payment receipts is credited to the General Fund. For the year ended August 31, 1972, total life memberships received were $2,128,550 of which $1,469,625 was credited to the General Fund and $658,925 was credited to the Permanent Fund.

All income earned on Permanent Fund investments (including the interest earned on the amount loaned to the General Fund) is recorded as investment income in the General Fund.

Depreciation

Buildings are not being depreciated because it is the intention of the Association to fund future building replacement from sources other than current income or General Fund capital. Building additions and replacements are financed from the Permanent Fund and transferred to the General Fund. Furniture, fixtures, and equipment are financed from the General Fund and are expensed when purchased.

Investments

The Permanent Fund investments consist of an interest in an investment pool administered by a commercial bank. These investments are recorded at original cost which approximates current cost of the pooled investments and quoted market values. Gains and losses are recognized only when a withdrawal is made from the fund.

Vacation

In the year ended August 31, 1972, the Association adopted the policy of recording vacation expense as it is earned by the employees rather than when paid. See Note 3.

Indemnification Agreements for Unification

In the year ended August 31, 1972, the Association adopted the policy of recording amounts payable to state and local associations under indemnification agreements. Previously these amounts were recorded as expenses when paid. See Note 3.

(2) UNPAID MEMBERSHIP DUES RECEIVABLE FROM CERTAIN STATE AND LOCAL ASSOCIATIONS

Membership dues for the year ended August 31, 1971, and prior years were not remitted to the Association by certain state and local associations in the normal manner and are now represented by notes payable to the Association, payable in varying amounts through 1978. In addition, certain state and local associations whose dues were extended in this manner have not paid all of the current year dues owing to the Association. Furthermore, 2 other state associations indicated an inability to currently pay 1971-72 dues and have signed extended payment agreements. These amounts are summarized as follows:

Receivable over extended terms through 1978:	
Years prior to 1970	$ 423,600
1970-71 dues	1,982,800
Total prior year dues	2,406,400
1971-72 dues	300,000
1971-72 unpaid membership dues receivable from state and local associations owing prior year dues	1,434,400
Total 1971-72 dues	1,734,400
	$4,140,800

(3) CHANGES IN ACCOUNTING POLICIES

In the year ended August 31, 1972, the Association changed its method of accounting for vacations. Previously, vacations were recorded as an expense when taken. Under the new policy, vacations are recorded as expenses as earned by the employees.

The General Fund balance as of August 31, 1971, has been adjusted by $840,000 to reflect the estimated liability for vacation as of that date. Vacation earned but not taken in the year ended August 31, 1972 ($510,000), is recorded as an expense in the statement of General Fund income and expenses.

The Association has also changed its method of accounting for amounts payable to state and local associations under indemnification agreements resulting from the adoption of the program of unified membership. Previously, these amounts were recorded as expenses when paid. Under the new policy, these amounts are recorded as expenses in the year in which they become payable to state and local associations.

Under the program of unified membership, individuals in "unified states" may not join a state or local association or the national Association without simultaneously joining the others. The Association has agreed to reimburse those state and local associations which incur decreases in their membership as a result of this program.

The General Fund balance as of August 31, 1971, has been adjusted by $361,414 to reflect the liability for amounts payable to state and local associations under indemnification agreements as of that date. The amount payable for the year ended August 31, 1972 ($810,000), is recorded as a reduction of income in the statement of General Fund income and expenses.

The cumulative effect of the changes in method of accounting referred to in the preceding paragraphs is $2,521,414, of which $1,201,414 relates to prior years and has been reflected as an adjustment to General Fund balance. $1,320,000 relates to the year ended August 31, 1972, and has been recorded in the statement of General Fund income and expenses.

(4) SEVERANCE PAYMENTS

Under the terms of the current collective bargaining agreements, the Association is potentially liable to its employees for severance payments estimated at $1,100,000. Severance payments are made when employees are permanently separated from the Association by reason of resignation or retirement. The potential liability is payable over an extended number of years and will be recorded when paid.

(5) INVESTMENT IN AND TRANSACTIONS WITH RELATED CORPORATIONS

As of August 31, 1972, the Association had investments made in prior years in Teachers Services Corporation (a related automobile leasing corporation) and Educators Fund Management Corporation (the manager of the NEA Mutual Fund) as follows:

	General Fund	Permanent Fund	Special Purpose Fund	Total
Educators Fund Management Corporation:				
Common stock	$50,000	$ 30,000	$12,750	$ 92,750
Teachers Services Corporation:				
Common stock	—	37,500	—	37,500
Preferred stock	—	112,500	—	112,500
	$50,000	$180,000	$12,750	$242,750

These corporations have a combined negative book value. However, in the opinion of the Association administration, the cost of these investments is fully recoverable.

The Association has guaranteed loans of $1,550,000 on behalf of Teachers Services Corporation (secured by automobiles) and other indebtedness of Teachers Services Corporation of $300,000 as of August 31, 1972.

Teachers Services Corporation and the Association have entered into an agreement with a commercial company whereby that company will conduct all future automobile leasing services offered through the Association. In consideration therefore, the Association will receive a commission for each new lease agreement.

The Association and Teachers Services Corporation have options expiring in 1974 to purchase 700,000 shares of Horace Mann Educators Corporation at a price of $10 per share. These options were received at no cost in exchange for an agreement to use the Horace Mann Group of insurance companies for the tax-sheltered annuity program offered to the Association's members. If these options are exercised, the Association would own a 20% interest (approximate) in the Horace Mann Educators Corporation.

(6) LAND AND LAND IMPROVEMENTS

In 1971, the Association purchased approximately 27 acres of land in Reston, Virginia, as its share of a total of approximately 54 acres purchased by certain national affiliates and associated organizations. In the year ended August 31, 1972, the Association incurred costs of $55,000 as its share of sewage and utility improvements to the land.

(7) DuSHANE EMERGENCY FUND

The DuShane Emergency Fund, which was established to protect the human, civil, and professional rights of educators, had $300,000 in loans outstanding to teachers and state associations at August 31, 1972. The ultimate collectibility of these loans and the collection dates are indefinite. For this reason, loans outstanding are not reflected in the accompanying financial statements. Collections on these loans will be recorded as increases in the DuShane Emergency Fund balance if and when received.

(8) UNSECURED BANK NOTES PAYABLE

In connection with a line of credit granted by a commercial bank, the Association has agreed that it will not encumber any real property or pledge other assets without the written consent of the bank. In addition, the Association must confine its borrowings to the loaning bank and any other banks selected by it.

The notes payable are due through November 1972 at an interest rate ½% over the prime rate.

(9) RETIREMENT PLAN

The Association has a retirement plan which covers substantially all employees.

Unfunded prior service cost of the plan approximated $1,710,000 as of December 31, 1971 (the most recent actuarial determination date available), and is being amortized over a period ending May 31, 1986.

Retirement plan expense for the year ended August 31, 1972, was approximately $1,100,000, including $154,000 of unfunded prior service cost amortization.

To the President and Members of the
National Education Association of the United States:

..We have examined the statement of assets, liabilities, and fund balances of the NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES (a District of Columbia corporation, not for profit) as of August 31, 1972, and the related statement of General Fund income and expenses for the year then ended. Our examination was made in accordance with generally accepted auditing standards, and accordingly included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

As described in Note 2 to the financial statements, prior year and current year dues of $4,140,800 remain unpaid by certain state and local associations, and it is not possible to form an opinion as to the collectibility of these amounts.

As described in Note 4 to the financial statements, the Association plans to record the liability for severance payments when paid. By not recording this liability on an accrual basis as earned, the excess of expenses over income and the General Fund balance deficit are understated by $250,000 and $1,100,000, respectively. Also, as described in Note 1, the Special Purpose Funds are included on the basis of cash receipts and disbursements rather than on the accrual basis. The effect on the accompanying financial statements of the difference between the cash basis and the accrual basis has not been determined.

In our opinion, except for the effect of the matters described in the preceding paragraph and subject to the effect of any losses that may be sustained in collection of the unpaid membership dues also referred to above, the accompanying financial statements referred to above present fairly the assets, liabilities, and fund balances of the National Education Association of the United States as of August 31, 1972, and the General Fund income and expenses for the year then ended, in conformity with generally accepted accounting principles. Other than for the changes in the method of accounting for vacation and the method of accounting for amounts payable to state and local associations under indemnification agreements, as described in Note 3 to the financial statements, in our opinion, the accounting principles were applied on a basis consistent with that of the preceding year.

Our examination has been made primarily for the purpose of forming the opinion stated in the preceding paragraph. The statement of Special Purpose Funds receipts, disbursements, and fund balances is presented as supplementary information and has been subjected to the audit procedures applied in the examination of the basic financial statements. In our opinion, this statement states fairly the Special Purpose Funds receipts, disbursements, and fund balances (on a cash basis) in all material respects in relation to the basic financial statements, taken as a whole.

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THE LAW AND TEACHER RIGHTS: GROOMING

This is one in a series of articles on questions that relate to the emerging rights of teachers. The series is being presented by the staff of the DuShane Emergency Fund, Teacher Rights, NEA.

"Beards, sideburns, and other 'facial foliage' or hairstyles are permissible providing that they are 'neatly trimmed,'" held the chief arbitrator in a dispute between a transport workers local union and the employing transit authority in New York City. His 1969 opinion took into account that an earlier rule prohibiting all types of facial hair displays except moustaches "must be interpreted in light of the times."

Historically teachers have been subject to school board regulations governing their style of dress and grooming. Today rules such as the following seem repressive: Women teachers were required to wear skirts covering their ankles and admonished not to use cosmetics or dye their hair or wear short hair, sleeveless dresses, or sheer hose.

Today female faculty are more likely to be criticized or disciplined for wearing pantsuits or short skirts, and male teachers for growing long hair, sideburns, beards, or moustaches.

Federal and state court decisions and state administrative rulings seem to uphold teachers who challenge personal appearance regulations. These teachers, many supported by NEA's DuShane Emergency Fund, are contending that such rules violate their constitutional rights, including "symbolic speech," and privacy, as well as personal liberty and equal protection rights under the Fourteenth Amendment.

If school boards cannot prove that the teacher who sports "facial foliage" is causing disruption of the educational process or student discipline or that his appearance is untidy, his claim is likely to be upheld. A New York State Acting Education Commissioner, for example, said that the school board could not insist that "the standards of appearance of the community" be adhered to as a condi-

(*Continued on page* 56)

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Teacher Rights

(*Continued from page* 55)

tion of employment in the school system and ordered that a suspended teacher be returned to his classroom. A California State Court ruled that the right to wear a beard is ensured by the First and Fourteenth Amendments because it is an expression of personality or "symbolic speech." Similarly a federal court upheld a black Florida teacher's First Amendment right to wear a goatee because it is "an appropriate expression of his heritage, culture, and racial pride as a black man." DuShane supported his court fight for reinstatement.

Most recently, a federal court in Mississippi, in a DuShane-supported case, declared "unconstitutional and invalid" the application to teachers of a student personal appearance regulation restricting the length and style of moustaches, beards, and sideburns. The court said that such regulations "plainly offend both substantive due process and equal protection guaranteed by the Fourteenth Amendment."

Also recently decided, in a junior college student case, and referred to in the Mississippi decision is a "long hair" ruling by the Fifth Circuit: "Today the court affirms that the adult's constitutional right to wear his hair as he chooses supersedes the State's right to intrude." NEA participated as amicus in this case on behalf of the plaintiff students.

Disorder in the school or classroom or a breakdown in the educational process are also considered in cases involving a teacher's style of dress. A female teacher who was told to stop wearing a two piece bathing suit while teaching a swimming class for junior high school boys because it was a "distracting and disruptive influence" won administrative redress when she complained that the order "impinged upon her individual freedom." The New York State Commissioner of Education upheld her appeal.

In another case concerning interpretation of a collective bargaining agreement clause on "reasonable" personnel regulations, an arbitrator ruled against the superintendent's order that all women teachers who wore pantsuits would be sent home and docked a day's pay. The arbitrator's decision was based on the fact that many other districts allowed teachers to wear pantsuits, and that elementary school teaching is facilitated because teachers must often bend down to their students and must participate in physical activities. □

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FOR THE BEGINNING TEACHER: PREPARATION FOR A FIELD TRIP

□ **In planning a field trip, the teacher** should decide on certain objectives toward which the trip is intended to contribute. These objectives, which should be quite definite and very limited in number (one definite objective is better than 10 general ones), will be related to the criteria used in determining whether the trip should be taken at all.

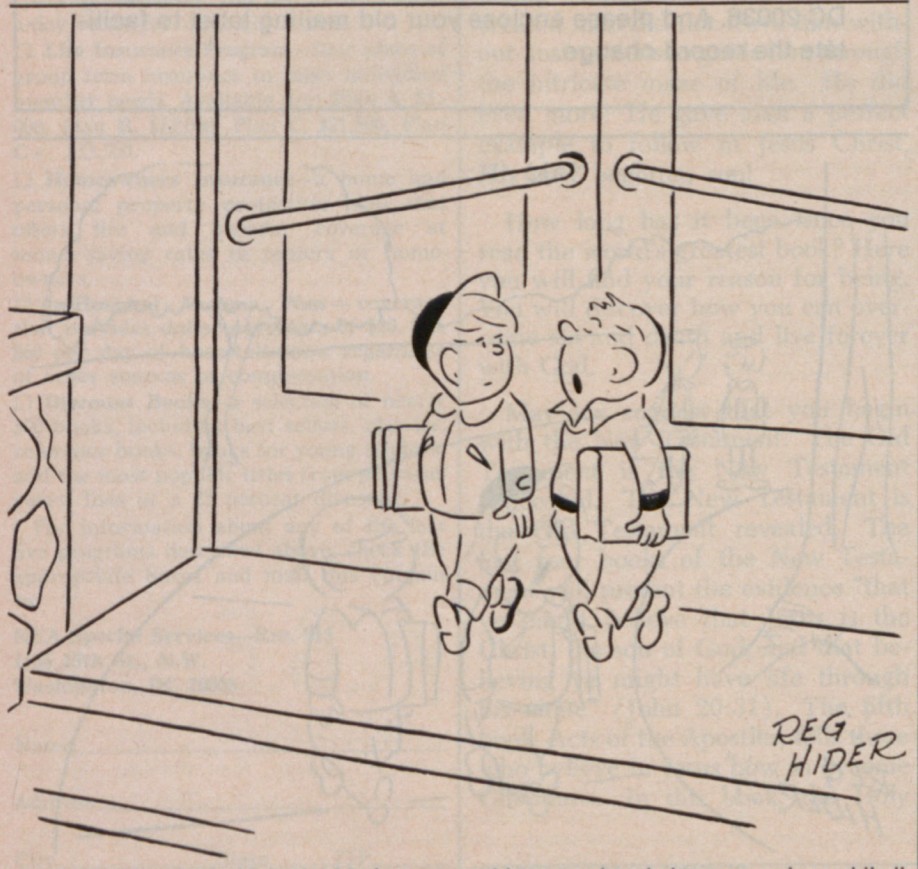
Next there should be class discussion of the trip. Obviously, the students should know what they are going to see, why they are going to see it, how to observe it, how they are expected to conduct themselves on the trip, and what will be required of them in the way of report or reaction after the trip is over.

To put it another way, students should, as a result of the discussion, set up their objectives for the trip and plan (with guidance) their procedure on the trip. Thus, they may be guided in their observations by their own purposes and may have standards by which to evaluate the experience when it is over.

No teacher should approach a field trip unprepared academically. A thorough knowledge of the subject is even more necessary here than in regular classroom instruction. Ignorance or inaccuracy on the part of the teacher is more painfully evident in the presence of the concrete phenomena than in the classroom.

The teacher, of course, cannot know everything about everything. (He may, for example, be ignorant of technical details that are common knowledge to local experts or workers on the job.) He should, however, read whatever he can find in print on the subject matter of the field study.

—**Edgar C. Bye,** *formerly of Montclair (New Jersey) State College, was the author of* "How To Conduct a Field Trip," *No. 12 in the* How To Do It *series of the National Council for Social Studies (an NEA national affiliate).* He died in 1972.



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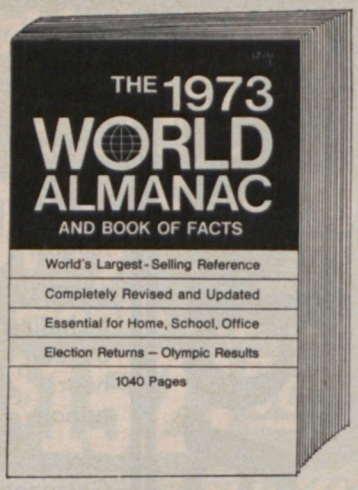

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FOR YOUR INFORMATION

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NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000.

1973 Convention: June 30-July 6, Portland, OR.

American Education Week—October 21-27, 1973. Theme: Get Involved.

NEA membership, May 31, 1972: 1,166,203.

NEA officers and headquarters staff: *NEA Handbook*, pages 10, 382-384.

NEA resolutions: Write for free copy.

NEA units: *Handbook*, pages 109-161.

NEA departments, national affiliates, and associated organizations: *Handbook*, pages 163-189.

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World Confederation of Organizations of the Teaching Profession: Information free from WCOTP/CMOPE, 5 Chemin du Moulin, 1110 Morges, Vd. Switzerland. See *Handbook*, page 365.

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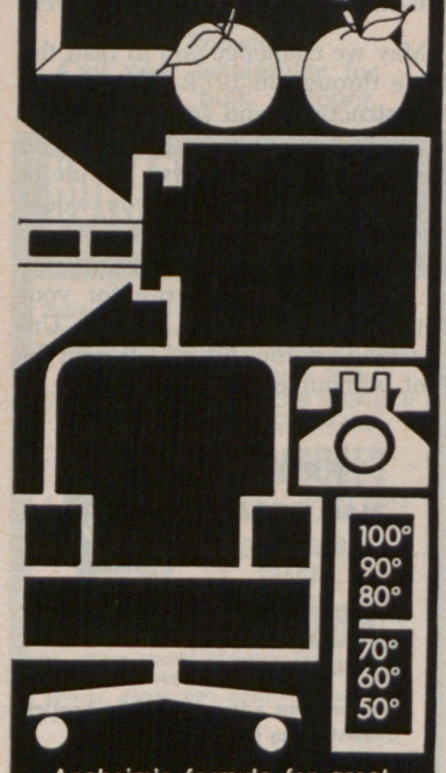

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(*Continued from page* 40)

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We ask now that the American educational system join us in an understanding of that goal, in an appreciation of its importance in our common destiny, and in a struggle to realize it. As educators—as human beings—we need each other. □

Messages . . .

(*Continued from page* 43)

that directly concern the reader.

Elementary reading textbooks need a more balanced distribution of characters of different ages and of both sexes who are involved in a variety of age-appropriate activities. For example, stories concerning the functions of adults (other than being parents) need to be present in far greater numbers than currently exist. Occupational, recreational, and social adult models outside the family setting have been virtually absent from these texts.

By presenting sex-disassociated career possibilities and role functions to children, textbooks can reflect both *what is* as well as *what should be*. For example, women characters could be engineers, doctors, reporters, scientists, taxi drivers, and teachers, as well as mothers, maiden aunts, sisters, and daughters. Men could be nurses, teachers, secretaries, cooks, lawyers, and carpenters, as well as fathers, bachelor uncles, brothers, and sons.

In many of the texts researchers have examined, only animals display negative feelings. Animals need to be characterized as animals—not primarily as anthropomorphized humans. Furthermore, pets need to assume the

(*Continued on page* 62)

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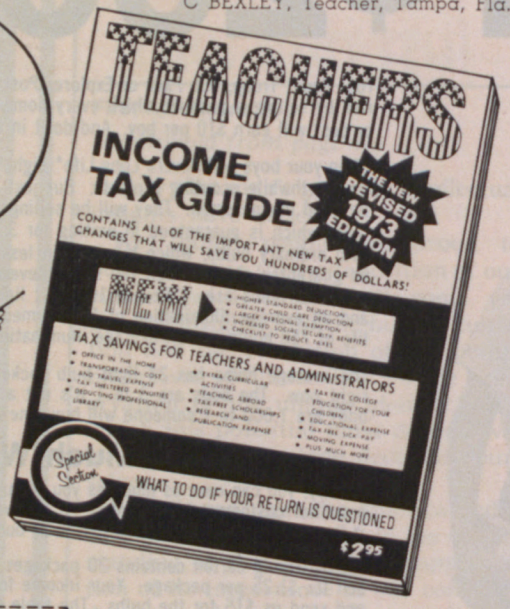
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(*Continued from page* 60)

stature they deserve by presenting them in other than primarily nuisance and disruptive roles. They are attached to people, and people to them. All animals have a life-style of their own. They give birth; they die. They are at times dependent. They have likes and dislikes—all within the context of being animal. For example, dogs are companions, watchdogs, herders, and objects of love and fear. There is a place for a variety of animal species and characterizations in elementary stories.

Many story preference studies have found that schoolchildren as young as first graders seek informational content. They want to know the what, where, how, and why of their world. This knowledge helps them to order and make manageable much that is confusing and mysterious and to satisfy their curiosities as well.

Young children also prefer fantasy-promoting and adventure books. If tradebooks and other media can capitalize successfully on the child's need to escape, to live vicariously, to take risks, to gain revenge, to conquer the unconquerable, why not reading textbooks? For most children, there are realistic limits to where one can go and what one can do. Fantasy makes it possible to go and to do what is not possible under any other circumstances.

Children also enjoy reading material with riddles, jokes, jingles, nonsense rhymes, cartoons, and comics. Reading texts should supply these, too, thereby creating positive and joyful associations with the learning-to-read process.

The content of stories has importance regardless of the method of instruction. It would seem advisable that talented storytellers, artists, and specialists in child development join together with experienced teachers and reading specialists in writing stories for reading texts. This approach would take us a long way toward providing elementary school children with instructional materials that are aesthetically appealing and developmentally, culturally, and educationally sound. □

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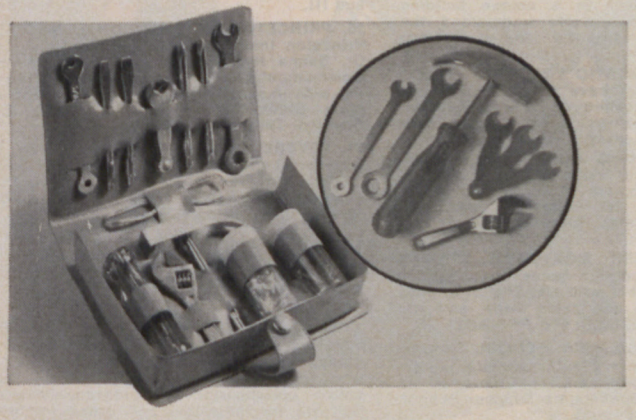

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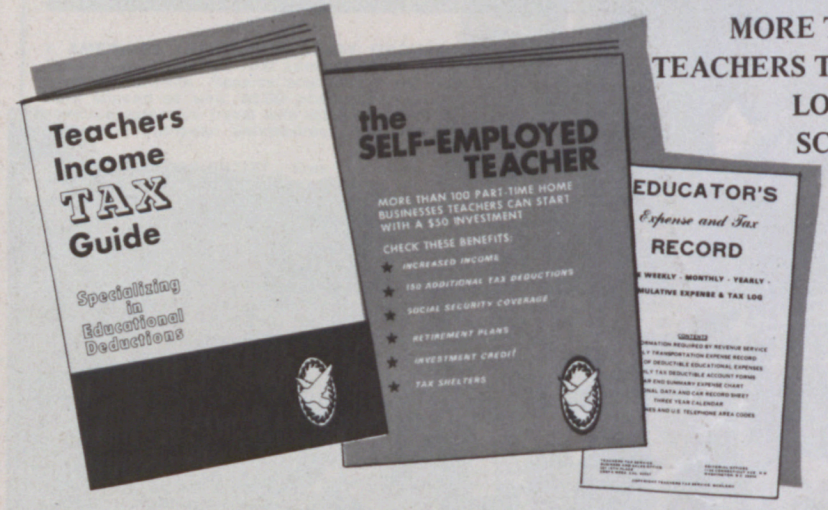

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